

# **Teacher Quality Enhancement Grants**

## **A Guide for the Preparation of Partnership Grant Applications For Improving Teacher Education**

**Title II, Higher Education Act**

*(Pre-applications: CFDA No. 84.336D)*

*(Full Applications: CFDA No. 84.336B)*

### **Closing Dates**

**Pre-application: May 26, 2000**

**Full Application: August 15, 2000**

**Form Approved:**

**OMB No. 1840-0007: Exp. Date 03/31/2003**

### **Paperwork Burden Statement**

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April, 2000

Dear Partnership Applicant:

Thank you for your interest in the Teacher Quality Enhancement Grants Program administered by the U. S. Department of Education, Office of Postsecondary Education. These grant opportunities come at a time when it is more important than ever before that we focus on the quality of our Nation's teaching force. Many of America's communities face daunting challenges as they seek to provide a high-quality education for all children that will prepare them for the 21<sup>st</sup> century. The new grant programs offer an opportunity to meet these challenges by helping to ensure that every child has the chance to learn from caring, well-prepared teachers.

The three Teacher Quality Enhancement Grant Programs authorized by Title II of the Higher Education Amendments of 1998 – State Grants, Partnership Grants for Improving Teacher Education, and Teacher Recruitment Grants – seek to make lasting changes in the ways we recruit, prepare, license, and support teachers. Partnerships are eligible to apply for grants under two of the Teacher Quality Programs: Partnership Grants for Improving Teacher Education and Teacher Recruitment Grants. Awards under the Partnership Program may be made for up to five years; awards under the Teacher Recruitment Program may be made for up to three years. **For Fiscal Year 2000, the Department will only hold competitions for the State and Partnership Grant Programs.**

The Teacher Quality Enhancement Grants Program has been allocated \$6.3 million for the Partnership Grants Program in FY 2000. Based on last year's average award size of \$1.3 million, the Department estimates that it will make 5-6 Partnership Grant awards.

This application package is designed for use by Partnerships to apply for FY 2000 Partnership Grants for Improving Teacher Education (Pre-applications: CFDA No. 84.336D and Full Applications: CFDA No. 84.336B). Application information, instructions, and forms can be found within this booklet. Please review the entire application package carefully before preparing and submitting your application. A separate application package is available for the State Grants Program.

For Partnership grants, the Department will be using a two-phase system to select award recipients that will include pre- and full applications. The closing date for the first stage, involving pre-applications, will be **May 26, 2000**. All applications must be postmarked or hand delivered to the Department of Education's Application Control Center on or before the deadline date. These pre-applications will be reviewed and rated by panels of experts through an electronic field reading process. The peer reviewers will evaluate the pre-applications based on the pre-application selection criteria that are contained in this application guide. The Department will inform applicants by **June 16, 2000** of the outcome of the pre-application phase. Only those pre-applications that were rated highly in this competitive peer review process and

deemed to have the potential to become successful projects will be invited to submit full applications for awards under the Partnership Grants Program. For the pre-application phase, the Department requires applicants to submit one hard copy of a pre-application narrative, along with two diskettes.

The closing date for the second phase, involving full applications, will be **August 15, 2000**. All applications must be postmarked or hand delivered to the Department of Education's Application Control Center on or before the deadline date. The Department requires applicants to submit two copies of the full application. However, because five reviewers will read each application, **we strongly encourage you to submit an original and five copies of the full application**. Thank you for your consideration.

Upon receipt of your application, the Department's Application Control Center will assign it an application identification number, which will be returned to you via a notification of receipt. Please refer to this number in any further correspondence concerning your application.

In the month of April, the Department will conduct four regional technical assistance workshops to assist prospective applicants in developing applications for the Teacher Quality Enhancement Grants Program. You are welcome to attend any of these sessions. More information on these workshops can be found on the Department's Teacher Quality website:  
<http://www.ed.gov/offices/OPE/heatqp/index.html>.

The Department anticipates that Partnership Grant awards will be announced by mid-September. For further information concerning this program or the application process, please use our web site at the above address. If you have a specific question, please contact our program office at:

Teacher Quality Enhancement Grants Program  
U.S. Department of Education  
Office of Postsecondary Education  
Telephone: 202/502/7878  
Fax: 202/502/7699  
E-mail: [teacherquality@ed.gov](mailto:teacherquality@ed.gov)

Again, thank you for your interest and for your commitment to improving the quality of teaching in America.

Sincerely,

A. Lee Fritschler  
Assistant Secretary  
for Postsecondary Education

## **THE CHALLENGE: ENSURING A HIGH-QUALITY TEACHING FORCE FOR OUR NATION'S CLASSROOMS**

Teaching is the essential profession, the one that makes all other professions possible. Although higher standards for student performance, improved curricula and assessments, and safe schools have a vital place on the Nation's school reform agenda, without well-prepared, caring, and committed teachers, not even the highest standards in the world will ensure that our children are prepared for the challenges and opportunities of the 21<sup>st</sup> century.

Accordingly, more than ever before in our history, what teachers know and are able to do is of critical importance. Yet we face numerous challenges to ensure a high quality teaching force for our Nation's classrooms. The increasing enrollments and accelerating teacher retirements that are expected in the coming years will lead to unprecedented hiring demands in the profession. America's schools will need to hire 2.2 million teachers over the next decade, more than half of whom will be first-time teachers. As classrooms grow more challenging and diverse, and as more students with disabilities are educated in general classrooms, these teachers will need to be well prepared to teach all students to the highest standards. Teachers need to be prepared to provide effective instruction across the full range of student abilities.

The need for greater numbers of well-prepared teachers is particularly pressing for schools in high-poverty areas. Despite this recognized need, new teachers often begin their teaching careers with too little academic background in the subjects they will teach, limited technological skills, and an insufficient amount of school-based teaching experience prior to graduation and licensure. Furthermore, they generally have minimal support in their first few years of teaching from veteran teachers, school administrators, and the teacher preparation schools from which they graduated.

Contemporary classrooms and social conditions confront teachers with a range of complex challenges. These include identifying and meeting the needs of students who have difficulty adapting to the school environment and may be at-risk of violent behavior. New education goals and tougher standards, more rigorous assessments, greater interest in parental involvement, and expanded use of technology increase the knowledge and skills that teaching demands. These challenges are compounded by little collaboration between teacher preparation institutions, colleges of arts and sciences, and the school districts they serve. In addition, some state licensure and certification systems are built upon low expectations, limited accountability, and a lack of responsibility for the quality of teacher preparation, or for the results of existing licensure and certification policies.

Although issues such as these can be daunting, they provide an opportunity for making dramatic improvements in the ways we recruit, prepare, license, and provide on-going support for teachers. It has been nearly thirty years since the Federal government last made a major investment in teacher recruitment and preparation. The three Teacher Quality Enhancement Grant Programs in Title II of the Higher Education Act give us another historic chance to effect positive change in the quality of teaching in America's classrooms.



## **FACING THE CHALLENGE: TEACHER QUALITY ENHANCEMENT GRANTS PROGRAM**

Each of the Teacher Quality Enhancement Grant programs brings a unique approach to improving teacher education throughout our Nation. A brief description of how each program will face the challenge follows:

**Partnership Grants for Improving Teacher Education** seek to promote reforms in teacher preparation by:

- strengthening the vital role of K-12 educators in the design and implementation of effective teacher education programs;
- increasing collaboration among the administrators and faculty of higher education institutions' schools of arts and sciences and education;
- developing programs that involve university- and partnership-wide commitment to improving K-12 student learning and achievement;
- producing teachers with a greater command of academic subjects, and the skills to teach them;
- immersing student teachers in intensive clinical experiences, preparing them to work with diverse student populations; and
- providing induction period support and professional development opportunities.

**State Grants** seek to promote statewide teacher education reform activities through the linkage of K-12 and higher education institutions and systemic policy and practice changes in areas such as:

- teacher licensing and certification;
- state and higher education accountability for high quality teacher preparation;
- improved content knowledge for subject area preparation;
- improved teaching skills;
- infusion of technology into curriculum and teaching;
- enhanced school-based clinical experiences;
- extended mentoring of new teachers;
- teacher recruitment for high-need schools;
- meaningful accountability for teacher performance; and
- high quality professional development opportunities for new and existing teachers.

**Teacher Recruitment Grants** seek to assist in reforms at the state and local levels by:

- being vital catalysts that stimulate successful efforts to recruit highly competent teachers who agree to work in high-need local education agencies (LEAs);
- supporting the efforts of the States and partnerships to reduce the shortages of *qualified* teachers so that all students, especially those in *high-need* school districts, have the teachers necessary to ensure

that they can achieve to challenging content and performance standards; and

- offering alternative routes into teaching by those coming to the profession from other careers or educational backgrounds and resulting in high quality teachers entering the classroom from these nontraditional backgrounds.

Partnership applicants are encouraged to coordinate their efforts with applicants for State and Teacher Recruitment grants in order to implement and ensure lasting, comprehensive change in teacher education.

## PARTNERSHIP GRANTS PROGRAM OVERVIEW

The ultimate goal of Partnership Grants for Improving Teacher Education is to improve student learning by bringing about fundamental change and improvement in traditional teacher education programs.

Through multi-year awards to a limited number of highly-committed partnerships, the Partnership Program is intended to ensure that new teachers have the content knowledge and teaching skills they need when they enter the classroom by supporting projects that –

- Demonstrate **genuine collaboration between schools of arts and sciences and schools of education** and reflect a true understanding that the successful preparation of new teachers is the responsibility of the entire institution of higher education;
- **Strengthen the vital role of K-12 educators**, particularly those in high-need local educational agencies (LEAs), in the design and implementation of effective teacher preparation programs;
- **Increase the intensity and quality of clinical experiences** for prospective teachers; and
- **Promise to serve as catalysts** for the kind of collaboration that can generate significant and sustainable improvements in teacher preparation across the Nation.

### What You Must Do

By law, all applicants must propose to implement the following activities:

- **Reforms** -- The reform of teacher preparation programs so that these programs become accountable for producing teachers who are highly competent in the academic content areas in which they plan to teach, and for promoting strong teaching skills, including working with a school of arts and sciences and integrating reliable research-based teaching methods into the curriculum, which shall include programs designed to successfully integrate technology into teaching and learning;
- **Clinical Experience and Interactions** -- The provision of high quality and sustained pre-service clinical experiences, including mentoring for prospective teachers, together with a substantial increase in the interaction between faculty at institutions of higher education and new and experienced K-12 teachers, principals, and other administrators, and providing support—including preparation time—for this interaction; and

- **Professional Development** -- The creation of opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in subject areas in which they are working toward teaching certification, and that promote strong teaching skills.

## What You Can Do

These broad requirements are only a minimum. Applicants are encouraged to propose comprehensive approaches to improving teacher preparation. The Title II statute, included in this application package, should be consulted for a full description of required and allowable activities. Specifically, the law allows eligible partnerships funded under this program to use funds for the following activities:

- **Teacher Preparation and Parent Involvement** – Prepare teachers to work with diverse student populations—including individuals with disabilities and those with limited English proficiency—and involve parents in the teacher preparation program reform process.
- **Dissemination and Coordination** – Broadly disseminate information on effective practices used by the partnership, and coordinate, as appropriate, with the activities of the Governor, State board of education, State higher education agency, and State educational agency.
- **Managerial and Leadership Skills** – Develop and implement proven strategies that provide principals and superintendents with effective managerial and leadership skills that result in increased student achievement.
- **Teacher Recruitment** – (1) Award scholarships to help students pay the costs of completing a teacher education program, furnish them with support services to enable scholarship recipients to complete postsecondary education, and supply follow-up services to scholarship recipients during their first three years of teaching; **or** (2) develop and implement effective mechanisms to ensure that high need LEAs and schools are able to recruit highly qualified teachers.

Beyond this statutory guidance, the Department encourages applicants to propose projects that will educate teachers in ways that —

- Reflect up-to-date research from best practice, and high standards for teaching as identified by organizations such as the Interstate New Teacher Assessment and Support Consortium (INTASC) or the National Board for Professional Teaching Standards;

- Prepare them to work with diverse student populations so that **all** students they will teach can achieve to high State and local content and performance standards;
- Prepare them to have the skills to identify and help students who may have difficulty adapting to the school environment and may be at risk for violent behavior;
- Prepare them to implement instructional programs whose effectiveness has been demonstrated through research;
- Offer alternative routes into teaching to students who may have had careers in other professions, in the military or in other fields, and for educational paraprofessionals;
- Prepare teachers to successfully integrate technology into teaching and learning;
- Require prospective teachers to participate in intensive, structured, and clinically-based experiences with master teachers;
- Offer continuous assistance to graduates during their initial years in the classroom; and
- Prepare school principals, superintendents, and other school administrators to employ strong management and leadership skills that can help increase student achievement.

These and other elements of a partnership's efforts are key to ensuring that its activities produce significant and lasting results. Applicants must describe their plans and activities for the five-year funding period and identify annual benchmarks to show that progress toward important outcomes is taking place.

There is no single model of what partnerships and partnership activities should look like. Rather, as they design their projects, the Secretary encourages applicants to use their ingenuity to develop creative and sustainable approaches that fit their own unique circumstances. At the same time, proposed strategies should ensure that participating teachers have the subject-matter knowledge and teaching skills they need to help all students, particularly those in high-need schools, to achieve to high standards.

## Who May Apply

Applications for the Partnership Program must be submitted by “eligible partnerships” that include **as a minimum**:

- A “partner institution”
- A school of arts and sciences; and
- A high-need local educational agency

Because many entities contribute to the success of teacher education programs, partnerships may also include other school districts and postsecondary institutions (including community colleges), Governors, State boards of education, State education and higher education agencies, public or private nonprofit educational organizations, pre-kindergarten programs, public or private elementary or secondary schools, public charter schools, teacher organizations, and businesses.

### What is a Partner Institution?

A ***Partner Institution*** is a private, independent or public institution of higher education whose teacher preparation program **either** –

- (A) Produces graduates who exhibit strong performance on State determined qualifying assessments for new teachers by–
- (1) Demonstrating that 80% or more of the program graduates who intend to enter teaching have passed all applicable State qualifying assessments for new teachers (including an assessment of each prospective teacher’s subject matter knowledge in the content area(s) in which the teacher intends to teach);

**or by**

- (2) Ranking among the highest-performing teacher preparation programs in the State, as determined by the State, using criteria consistent with requirements for the State report card (see section 207(b)[5]) after the first publication of such report card and for every year thereafter;

**or**

- (B) Requires all students in the program to participate in intensive clinical experiences, to meet high academic standards, **and**–
- (1) In the case of secondary school candidates, to complete an academic major in the subject area in which the candidate intends

to teach or to demonstrate competence through a high-level of performance in relevant content areas; **and**

- (2) In the case of elementary school candidates, to complete an academic major in the arts and sciences or to demonstrate competence through a high-level of performance in core academic subject areas.

### **What is a School of Arts and Sciences?**

A ***School of Arts and Sciences*** is an academic unit of an institution of higher education that offers one or more academic majors in disciplines or content areas corresponding to the academic subject areas in which teachers provide instruction. This definition applies regardless of how the institution refers to the unit or whether, as in the case of some liberal arts colleges, the institution comprises a single unit. For some colleges and universities, a college of liberal arts and sciences does not exist at the same institution as the College of Education. In these cases, the Department will accept a partnership between the College of Education and a College of Arts and Sciences that are not a part of the same institution. Universities that prepare teachers only at the graduate level are eligible if one or more partners does meet this arts and sciences definition.

### **What is a High-Need Local Educational Agency (LEA)?**

A **high-need LEA** is a public school district that meets **one or more** of the following three criteria:

1. It has at least one school in which 50 percent or more of the enrolled students are eligible for free or reduced lunch subsidies, or that otherwise is eligible, without receipt of a waiver, to operate as a schoolwide program under Title I of the Elementary and Secondary Education Act;
2. It has at least one school in which:
  - More than 34 percent of academic classroom teachers overall at the secondary level (across all academic subjects) do not have a major, minor, or significant course work in their main assignment field, **or**
  - More than 34 percent of the main assignment faculty in two of the academic departments do not have a major, minor, or significant work in their main assigned field.
3. It has at least one elementary or secondary school whose teacher attrition rate has been 15 percent or more over the last three school years.

**Important Definitions:**

“Main assignment field” means the academic field in which teachers have the largest percentage of their classes.

“Significant course work” means four or more college- or graduate-level courses in the content area.



## COMPONENTS OF CHANGE FOR PARTNERSHIP APPLICATIONS

A major focus of the Partnership Grants Program is to bring the preparation of teachers back to the position it once held in American higher education as a core mission and function of the university that involves all segments of the campus. Also crucial is the need for arts and sciences faculty to work in close collaboration with education faculty. Meeting this challenge requires the commitment and involvement of college and university presidents, provosts and even trustees.

Partnership proposals should address these areas of emphasis by providing specifics of:

- how the relationship between arts and sciences and education will change;
- what the organizational or structural mechanisms are to make this change successful;
- how these organizational, policy and practice changes will be institutionalized;
- how the result will affect the way teachers are prepared; and
- how it will affect the achievement of their K-12 students.

A key feature of any successful proposal will be the **school-university partnership** that seeks to implement these comprehensive changes. All partners should have important roles in project design, implementation, governance and evaluation. Moreover, the central focus of Teacher Quality Enhancement projects should be their impact on K-12 student achievement. Therefore, all faculty involved in teacher preparation must collaborate to ensure that new teachers gain solid grounding in effective teaching practices for all students, including those with disabilities and other diverse learners, and understand the essential connection between subject matter and those effective teaching practices.

Partnership proposals for teacher preparation program redesign ought to produce measurable outcomes in these key change areas:

- **Content Knowledge:** Producing teachers with stronger content knowledge in the subjects they teach: this is the basis for the on-campus collaboration between education and the arts and sciences.
- **Clinical Experience:** Immersing student teachers in well-designed and extensive clinical experiences so that the issues and challenges of

effective teaching are not surprises to them when they enter the profession as new teachers: the school-university partnership is crucial for this component of the change process.

- **Technology:** The effective integration of technology into curriculum and instructional practices on the university campus and in the school classroom, to include the concept of *universal design* which accommodates the educational needs of students with disabilities and other students with special learning needs. In this connection, the Department also has a competitive grants program entitled Preparing Tomorrow's Teachers to Use Technology. For further information about future funding opportunities under this program, consult the program website: [www.ed.gov/teachtech](http://www.ed.gov/teachtech).
- **Support for New Teachers:** Carefully structured supportive experiences for new teachers once they enter the classroom, including mentors and other forms of support to reduce the high teacher turnover rates that plague the country. Here, too, a real partnership between the university and the school is an essential ingredient.

### CONTENT KNOWLEDGE

Proposals should describe their objectives for producing teachers with stronger content knowledge in the subjects they teach, and should indicate how these objectives will be measured. Reviewers will look for detailed evidence that arts and sciences faculty will be deeply involved in program redesign and implementation, in close collaboration with education faculty. Program redesign activities should involve both colleges extensively, and should not be limited to junior or adjunct members of the faculty, but should include senior (tenured) faculty from both education and arts and sciences. It should be clear in the narrative and in the project design that senior campus leaders are strongly committed to the success of this collaboration. This campus leadership involvement should include department heads and deans, but must also include administrators above the level of deans, such as presidents, or vice presidents for academic affairs (provosts).

Concrete outcomes of this work should include better content knowledge preparation for new teachers as well as shared responsibility for high quality teacher preparation by the entire institution of higher education.

### CLINICAL EXPERIENCE

A major component of change is the preservice clinical experience of students preparing to become teachers. It is a vital element of successful program reform, with students guided by university faculty as well as K-12 mentor teachers. Proposals should describe the system that will be

created or strengthened through a successful school-university partnership to provide this essential program component for ALL students. Applicants should present specific details on how the partners will work together to design this experience, which will allow preservice students to spend significant amounts of time in supervised clinical experiences that offer exposure to students across a wide range of abilities. It is expected that K-12 faculty will be involved in teacher preparation program activities in roles such as master teachers or mentors, or in other ways as professional colleagues of university arts and sciences and education faculty. Strong proposals will also detail the involvement of university faculty at the school level as a regular, central feature of their responsibilities in teacher preparation. It should be clear from the project design and activities that this faculty work in the schools has the tangible support of senior campus leaders in positions to reward faculty for their involvement in the schools.

Project objectives such as the length of time students will spend in supervised clinical settings and measures of their teaching performance should be discussed in the proposal. Peer reviewers will want to understand how the school-university partnership will be used to overcome deficiencies in the current clinical training of future teachers. Applicants should also detail the extent to which higher education faculty will have a greater role in school settings, working directly with preservice students as well as K-12 teachers and administrators.

## **TECHNOLOGY**

Proposals should include actions to ensure that university courses—not limited to methods courses—will be redesigned to incorporate the use of technology in the curriculum and instructional delivery methods. The goal should be to prepare every graduate to use technology effectively in his or her teaching. Other methods for integrating technology may include designing professional development activities for higher education faculty to facilitate course and curriculum redesign strategies.

## **SUPPORT FOR NEW TEACHERS**

Through preservice clinical experiences, student teachers need to be immersed in well-designed and extensive programs so that the issues and challenges of effective teaching are not surprises to them when they enter the profession as new teachers. The school-university partnership is crucial for this component of the change process. In addition, applicants should explain the system that will be created or enhanced to provide support for new teachers who complete the partnership teacher preparation program(s). Components may include such features as training for mentors, university faculty status for K-12 mentor teachers, or other ways to build and sustain the careers of new teachers. The proposal should explain how the university and its K-12 partners will

ensure the success of these activities, and the ways in which the partners will assess the teaching performance of these new graduates in order to determine how to help them be successful. Applicants should provide details on the way K-12 teachers and administrators will work with their higher education counterparts to design and implement the support system. This work is envisioned as an ongoing activity, requiring the regular involvement of all the partners.

### **TEACHER RECRUITMENT COMPONENT WITHIN A PARTNERSHIP GRANT APPLICATION: AN OVERVIEW**

The Teacher Recruitment component of a Title II application will permit those receiving grants to address the challenge of America's teacher shortage by making significant and lasting systemic changes to the ways that teachers are recruited, prepared and supported as new teachers in high-need schools. It is the goal of Title II to see that these systemic changes lead to important improvements to the supply of well-trained and highly qualified teachers. In order to meet the Title II challenge effectively, Partnerships that choose to include teacher recruitment components in their applications are strongly encouraged to focus on several key elements as they design their projects.

Applicants should identify, with strong input from LEAs, the critical needs of the participating high-need LEAs for recruiting and preparing highly competent teachers. Specific details about the high-need districts that will be served by the project should be included in the proposal.

The LEAs should be in the same geographic area or the same state as the partner higher education institutions. There should be evidence of real partnerships between the organizations involved in the proposed project: between the higher education institutions and the schools, or between state higher education and education systems. Furthermore, evidence of the LEA commitment to hire qualified scholarship recipients ought to be clearly explained in the proposal.

The Department is particularly interested in receiving applications that focus their efforts on recruiting members of disadvantaged or other underserved backgrounds to become teachers in high-need LEAs and schools. The interest in applications that present this focus is due to the growing gap between the diversity of the student population and the composition of the teaching force.

Applicants should identify pools of potential teachers who can meet the LEAs' needs. Examples of successful efforts will include projects that focus on the recruitment of teachers from disadvantaged and other underserved backgrounds, paraprofessionals, second career professionals, Peace Corps volunteers, and/or retired military personnel,

and teachers hired under emergency certifications or currently teaching without full certification.

The availability of scholarship assistance will be a very useful tool in attracting well-qualified individuals to become teachers in these high-need schools. Because of this, the Department is particularly interested in receiving proposals that would provide scholarship support for prospective teachers.

Applicants are strongly encouraged to design high-quality teacher preparation and induction programs that set high standards for teaching and reflect the best research and practice known across the country. The proposal submitted to the Title II program should explain how the applicant will ensure that students enrolled in teacher preparation programs, whether receiving scholarships or not, will receive high-quality instruction in participating teacher preparation programs. Among the skills teachers should be prepared to have are to identify and assist students having difficulty adapting to the school environment who may be at risk for violent behavior. The proposal should also explain how future teachers will be educated in the uses of technology within the classroom. Given the rapidly changing demographics of our country and the belief that all children can achieve to high state and local content and performance standards, funded projects are expected to prepare teachers to work with diverse student populations, including students with disabilities.

The Department of Education seeks to fund projects that have credible institutionalization plans so that when Title II funding phases out, the work the Department helped to start will continue and will be sustained. Project activities are expected to *improve the capacity of the participating LEA(s)* to hire and retain qualified teachers. Strong proposals will demonstrate sustainability by describing in clear terms the steps that applicants will take to continue to fund project activities past the end of the grant period.

Applicants with Teacher Recruitment components in their projects are strongly encouraged to focus on the key elements of a strong proposal outlined above. The Title II statute of the Higher Education Act (HEA) also sets out specific requirements that each applicant must address when developing its proposal. These specific HEA requirements, as well as a fuller discussion of the elements of a strong Teacher Recruitment project, are described in the ***Other Vital Program Information*** section of this guide.

## PARTNERSHIP AS A TOOL FOR CHANGE

All proposals should include detailed information about program redesign that involves the college of arts and sciences, the college of education and K-12 school partners. This description should demonstrate concrete ways all these, and any other partners, are working together in the redesign process and provide an outline of specific knowledge goals for pre-service students and the strategies to be used in program redesign to ensure that every student benefits.

**Role of the University Partner(s).** While the project may start with a focus on certain subject areas (e.g. math or English), by the end of Year 5 of the grant period the teacher preparation program needs to complete improvements in every subject area relevant to the needs of high need schools so that all graduates are fully prepared to be successful high quality teachers. Organizational changes within the university to support these reforms should be described clearly.

University faculty ought to be engaged in program redesign and implementation as part of their regular assignments, not as a side activity or a temporary role that ends when the grant period is over. Activities will include curriculum and course redesign, professional collaboration of both groups of university faculty with K-12 faculty, and other efforts by which senior university faculty are involved in the preparation of teachers as a university-wide mission. It should be evident from the proposal that program redesign is responsive to the needs of the LEA partner. Priority ought to be given to subject areas that are critical to the high need school, but it is expected that all academic departments relevant to the subject matter preparation of teachers for high need schools are participating fully by the end of Year 5.

Proposals should present detailed evidence that key university policies have been changed or will be changed in ways that encourage and reward collaboration between the colleges of education and arts and sciences and K-12 faculty. This can include policies which reward all faculty, not just those in education, for teaching and service activities, as well as the role of K-12 collaboration for faculty in promotion and tenure policies. Permanent mechanisms can include reallocation of institutional budget resources at the university or the college level to support curriculum redesign, more faculty time spent in K-12 settings, or changes in faculty assignments (workload) which result in university faculty being more engaged with the schools and with K-12 master teachers in the various subject areas.

**Role of the K-12 Partner(s).** Partnerships should have effective, inclusive, and responsive governance and decision-making structures that permit all members to plan, implement, and assess the adequacy of partnership activities. The needs and co-equal partnership status of

schools ought to be demonstrated in the proposal through specific strategies, activities and expected outcomes. K-12 teachers and administrators should have important roles in project design, implementation and evaluation. The primary focus of this work should be on the needs of K-12 students and their schools.

Reviewers can be expected to look for explanations of specific ways partners will work together to produce significant outcomes, how they will review as a group the progress that has been made, and what they will do together to make changes in project activities so as to keep the central focus on quality teachers and high-achieving students.

## **ACCOUNTABILITY**

Proposals should describe how the university will hold its teacher preparation program accountable for producing high quality teachers. Any accountability policies should apply to all parts of the university involved in teacher preparation. The application should describe the following: the outcome measures that will be used to determine whether the program is producing high quality teachers; the specific rewards and sanctions that will be applied to the program; how these accountability measures will apply to **all** units involved in teacher preparation activities, including arts and sciences as well as education; and the role of senior university leaders in implementing accountability policies.

## **THE BUDGET AS A TOOL FOR LASTING REFORM**

The budget and budget narrative should provide detailed and specific information on the uses of all project funds. This description needs to tie resource use directly to specific project outcomes. Effective deployment of budget resources will go well beyond process activities such as project management, meetings, conferences and consulting activities. The goal is to use partnerships to improve student achievement in K-12 schools through high quality teachers produced by a redesigned preparation program that involves the entire university and the partner schools.

Proposals should present convincing evidence that the project budget expenditures will result in comprehensive program redesign and implementation and that the resources proposed reflect commitment to substantial change. Reviewers are likely to take into consideration the amount of money proposed as match by university partners as a demonstration of their commitment to wholesale redesign and implementation that cuts across the entire institution.

## **SUSTAINABILITY**

Partnership projects funded by Title II will be expected to have a credible strategy for institutionalization once federal support ends. For purposes of the Teacher Quality Enhancement Program, institutionalization means:

- Project work does not stop when federal funding ends;
- The partners continue to fund the activities past the end of the grant period; and
- There is a clear and unmistakable commitment by the partnership to continue implementing comprehensive teacher preparation program reform once the grant period is over and to allocating the resources necessary to do this work successfully.

Proposals should identify ongoing funding sources that are specifically committed to the project after the grant period, or they will discuss specific steps that will be taken to seek these funds starting in the first year. A strong indicator of an effective institutionalization strategy is whether the project match is all from in-kind sources or is a good mix of in-kind support such as personnel costs and cash funds. This is one test of the extent to which the proposed project will use Title II funds as a catalyst for change.

The project must commit its own resources—including funds, personnel, and time—during the five years of grant support and after grant funding has ended. Proposals should provide convincing evidence that the resources proposed as match by each of the partners reflect commitment to substantial change within each partner organization and by the partnership as a whole. This should include a demonstrated commitment by university partners to comprehensive program redesign and implementation that cuts across the entire university. There should be a clear commitment by the partnership to provide the resources necessary to continue comprehensive reform after Title II funding support ends.

Reviewers can be expected to look for details on the commitment to continuation and institutionalization such as:

- specific amounts of money
- support from key leaders
- specific timelines to ask for or acquire money
- detailed language from partners about using their own funds to continue the project



## OTHER VITAL PROGRAM INFORMATION

### 1. Requirements to be the Lead Applicant:

An application may be submitted on behalf of an eligible partnership by the Partner Institution, a school of Arts and Sciences or a high-need LEA, or any other partner. It should be noted, however, that the lead applicant is required to document how the partnership meets the eligibility requirements.

### 2. Requirement to inform the Department of an applicant's involvement in more than one Title II grant or proposal.

Applicants must inform the Department of any Teacher Quality Title II grant in which they are currently participating as a partner as well as any application in which they propose to participate as a partner. Title II is requiring this information for the following reasons: First, Teacher Quality expects that an applicant who is a partner member in more than one proposal may not have the capacity to successfully complete the project outcomes set forth in each proposal. Furthermore, successful completion of project goals is an important component of the selection criteria. Therefore, readers may question the feasibility of an applicant's involvement in more than one proposal and could find none of the applications involving the same partner strong enough to recommend for funding. Thus, Title II is requiring applicants to complete the form entitled, "Partner Participation in Teacher Quality Title II (HEA) Pre- and Full Applications" which is located in the *Instructions and Forms* section of the application package appendices. Once completed, this form must be submitted with the pre-application. It must also be submitted with the full application if an applicant is selected to submit a full application.

### 3. Maximum project period and amount of funding for which Partnerships may apply:

Partnerships applying for a Partnership Grant may propose activities for a project period of up to five years. The Department anticipates that for the Fiscal Year (FY) 2000 competition, approximately \$6.3 million will be available for Partnership Grant awards and that the maximum amount available for any single award will be \$1.3 million. The Department expects that it will award 5-6 Partnership Program grants.

**One Time Award:** By law (Section 205(a)(2) of the HEA), Partnerships may receive only one five-year grant award under the Partnership Grants program.

**Fiscal Management:** No individual member of an eligible partnership may retain more than 50% of the funds made available to the partnership.

#### **4. Partnership program matching requirements:**

By law (section 205(c)(2) of the HEA), any partnership receiving a grant award must contribute, from non-Federal sources, an amount that is at least 25% of the award for the first year; 35% for the second year; and 50% for the third and successive years to carry out project activities. This contribution may be in cash or in kind.

**Regarding In-Kind or In Cash Contributions for Partnerships:**

The non-Federal contributions for partnerships may be either in cash or in-kind; however, peer reviewers may consider that a substantial cash match demonstrates a stronger commitment to institutionalization than matches which contain a substantial portion of in-kind contributions. Because readers are likely to respond positively to a match that exceeds the minimum statutory requirement detailed in the previous paragraph, thereby positively affecting a proposal score, applicants will be held to the match percentage that they initially propose in their applications.

Information that explains how the partnership will meet these matching requirements must be included in the budgetary information that applicants provide with their applications.

#### **5. Requirements to describe annual project activities:**

When considering the Partnership Program Selection Criteria, section 75.112 of the Education Department's General Administrative Regulations (EDGAR) requires partnerships to include both the time period for each year of the project and, "a project narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project" (emphasis added). This timeline, which is only one aspect of the work plan, must be included in the appendix of the proposal. It should be in chart form, and it is still subject to the 12 point font-type and double-space guidelines of the full proposal. Further information on the work plan requirement is located in the appendix of this booklet in the section entitled *Instructions for Preparing Work Plans (including Objectives, Activities, Benchmarks, Timeline, Outcomes and Measures)*.

#### **6. What are the Title II Statutory Requirements for a Teacher Recruitment component within a Partnership application?**

The Title II statute of the Higher Education Act (HEA) sets out specific requirements that each applicant must address when developing its

proposal for Teacher Recruitment funds. These specific requirements are listed below.

1. How the Partnership has determined the most critical teaching needs of the participating high-need LEA(s).
2. What activities will be carried out to meet these critical needs;

***When addressing the project activities that must be implemented, by law every applicant that receives a Teacher recruitment program grant must either include the three items in (A-C) or ensure that they meet the requirements of (D).***

*A. Provide scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;*

*B. Provide support services (which may include academic advice and counseling, tutorial services, mentoring, child care, and transportation) that scholarship recipients need to complete postsecondary education programs; and*

*C. Provide follow-up services to former scholarship recipients during their first three years of teaching.*

***or***

*D. Develop and implement effective mechanisms to ensure that LEAs and their high-need schools are able to effectively recruit highly qualified teachers.*

3. How the applicant meets eligibility requirements; and
4. The plan for institutionalizing grant activities once Federal funding ceases.

*Where partnerships provide scholarship assistance, they determine the funding level and number of scholarships according to project goals and student needs.*

**7. What are the key elements of a Teacher Recruitment component within a Partnership application?**

Applicants with Teacher Recruitment components in their projects are strongly encouraged to focus on the following key elements in designing their applications. It is acknowledged that there is some overlap between the above statute requirements and the program elements detailed below. The key elements are drawn from the statute and from the

experience of soliciting and selecting awardees in the first round of the Title II grant competition.

***A. Applicants should identify, with strong input from the LEAs, the critical needs of the participating high-need LEAs for recruiting and preparing highly competent teachers, and provide specific details about the high-need districts that will be served.***

These details should include such information as teacher turnover rates; shortages in specific discipline and geographic areas; mismatches between student demographic distribution and demographics of the teaching force in a school, district or state; and numbers of teachers with emergency certificates or who teach out of field.

The Department is particularly interested in receiving applications that focus their efforts on recruiting students from disadvantaged or other underserved backgrounds to become teachers in high-need LEAs and schools. The interest in applications that present this focus is due to the growing gap between the diversity of the student population and the composition of the teaching force.

The LEAs should be in the same geographic area or the same state as the partner higher education institutions, and there should be evidence of real partnerships between the organizations involved in the proposed project: between the higher education institutions and the schools, or between state higher education and education systems. Furthermore, there should be evidence of the LEA commitment to hire qualified scholarship recipients. The proposal should document the need for teachers in shortage areas in the participating districts, and explain why project activities are expected to **increase** the number of students at participating institutions preparing to teach in high-need school districts. It should also describe how teacher recruitment activities will enhance or supplement any existing efforts the applicant has in place to recruit competent teachers to teach and remain in high need LEAs and schools.

If applicable to the project design, the proposal should also discuss commitments by partner school districts, and school districts participating in a partnership project, to hire qualified scholarship recipients for positions at their high-need schools. The proposed project should result in permanent policies and practices that address the shortage of qualified teachers so that when Title II funding ends, the funded applicant will continue to produce and support new teachers for these high-need districts. Proposals should also provide **specific details** about how they will build capacity to achieve these lasting changes.

***B. Applicants should identify pools of potential teachers who can meet the LEAs' needs.*** Examples of successful efforts will include projects that focus on: the recruitment of teachers from disadvantaged or other underserved backgrounds, paraprofessionals, second career

professionals, Peace Corps volunteers, retired military personnel, and teachers hired under emergency certifications or currently teaching without full certification.

***C. Third, new teachers ought to be recruited from these pools through organized, well-designed outreach efforts.*** The proposal should describe recruitment and outreach efforts that will be used to publicize the availability of scholarships and other assistance that enable students to enroll in and complete the program. These efforts should demonstrate the use of promising existing strategies or new strategies for teacher recruitment and should include the publicizing of Teacher Recruitment scholarships and other assistance that enable students to enroll in and complete the program. These scholarships can be flexible for full- or part-time students. They can be funded through Title II or through one or more of the partners, and should be targeted to traditionally under-served populations.

Because the availability of scholarship assistance will be a very useful tool in attracting well-qualified individuals to become teachers in these high-need schools, the Department is particularly interested in receiving proposals that would provide scholarship support for prospective teachers.

Recruitment efforts should also publicize the program's academic and student support services such as mentoring, tutoring, quality faculty advising, cohort groups, work-study or summer internships, and other needed services. The proposal should discuss the criteria to be used in selecting the students, including how the partnership will determine whether individuals have the capacity to benefit from the program, complete teacher certification requirements, and become effective teachers. Strong proposals will offer evidence of commitment to disseminate effective teacher recruitment practices to others and to provide technical assistance to other educational entities.

***D. Applicants are strongly encouraged to design high-quality teacher preparation and induction programs that set high standards for teaching and reflect the best research and practice known across the country.*** The proposal submitted to the Title II program should explain how the applicant will ensure that students enrolled in teacher preparation programs, whether receiving scholarships or not, will receive high-quality instruction in participating teacher preparation programs. These programs should include improved subject matter content knowledge and teaching skills so that teachers are well prepared to teach the subjects they will be hired to teach. Such preparation will require collaboration on the college campus between the school of arts and science and the school of education. The project should also address technology in the training of teachers to enable them

to integrate technology into curriculum and instruction, as this is so essential to meeting the needs and demands of the 21<sup>st</sup> century.

Given the rapidly changing demographics of our country and the belief that all children can achieve to high state and local content and performance standards, funded projects are expected to prepare teachers to work with diverse student populations. Identifying and meeting the needs of students who have difficulty adapting to the school environment and may be at risk for violent behavior is one of the most serious current challenges facing our schools. To deal with these and other classroom issues, strong teacher preparation programs will immerse student teachers in intensive, well-designed and extensive clinical experiences so that the issues and challenges of effective teaching are not surprises to them when they enter the profession as new teachers.

Teacher Recruitment components of funded Title II projects should provide carefully structured supportive experiences for new teachers once they enter the classroom. Proposals should be specific in describing how the project will facilitate the successful transition of the students from their teacher preparation experience into the experience of teaching in high-need schools. Examples of allowable activities include induction period support mentoring, organized professional development activities, program “guarantees” of graduate readiness, university faculty working in the schools with new teachers, and customized assistance to help new teachers overcome challenges. These activities, among others, should all be used as tools to produce effective, successful teachers who can meet the needs of every student, and thus, improve student achievement in the K-12 schools. Projects which propose to develop and implement alternative routes into teaching by those coming to the profession from other careers or educational backgrounds should also address the issues outlined above to ensure that high quality teachers are produced by alternative route programs.

***E. The Department of Education seeks to fund projects that have credible institutionalization plans so that when Title II funding phases out, the work we have helped to start will continue and will be sustained.*** Project activities are expected to *improve the capacity of the participating LEA(s)* to hire and retain qualified teachers. Strong proposals will demonstrate sustainability by describing in clear terms the steps that applicants will take to continue to fund project activities past the end of the grant period. Such proposals will identify ongoing funding sources that are specifically committed to the project after the grant period, or they will discuss specific steps that will be taken to seek these funds. It should be quite clear to reviewers that there will be successive cohorts of prospective teachers recruited into the program during and after the grant period, and that each cohort will be provided with the same high quality program and support services. The applicant’s matching share will be a strong indicator of the program’s commitment

to successfully implement the project, and to continue proposed activities after federal funding ends.

***F. Applicants are encouraged to develop innovative, high-quality routes to teaching and to coordinate their activities with State governors, boards of education, higher education, including community colleges, and professional standards, State education and higher education agencies and institutions of higher education.*** All projects should have an effective, inclusive, and responsive governance and decision-making structure that will permit all members of the project, including K-12 teachers and administrators, to plan, implement, and assess the adequacy of project activities. Projects should also draw upon a wide array of community resources. Examples of these resources include, but are not limited to, teacher organizations, businesses and community groups in order to enhance project success.

***G. Applicants should provide a management plan that includes a carefully designed set of project goals and objectives that can be achieved within the proposed budget, as well as clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*** Applicants should describe the evaluative procedures that would ensure feedback and continuous improvements in the operations of the proposed project. It is also important to show that the budget costs are justifiable, allowable and reasonable in relation to the design and potential significance of the program activities.

## **8. Allowable Administrative Costs:**

Section 205(d) of the HEA limits the amount of grant funds that a partnership receiving any Teacher Quality Enhancement Program grant award may use to administer the grant to two percent of the award. Moreover, this two-percent limitation applies to the total of funds charged for administration, whether as direct or indirect costs.

## **9. The effect of the two-percent administrative cost requirement on the costs of data collection and preparation of public reporting and evaluations:**

The costs of data collection and preparation of public reporting and evaluation can come out of the 98 percent of funds reserved for program activities. Preparation of these reports and evaluations are closely connected to the specific aspects of the program, and so they are not considered “administrative” activities.

**10. The allowable indirect cost rate rule for the Partnership Grant Program:**

By law (Section 611.41 of Title II Program Regulations), the indirect cost rate for a Partnership Grant Recipient is limited to eight percent or the amount permitted by its negotiated indirect cost rate agreement, *whichever is less*. Recipients must include an estimate of the annual amount of indirect costs to be charged to grant funds on the multiyear budget forms they submit as part of their program applications. Unrecovered indirect costs **cannot** be used to match grant funds.

**11. Funding projects at different stages of development—what is allowable:**

The Department anticipates funding Partnership Program projects at different stages of development. Some projects may be completely new, with partnerships in need of start-up costs in the first year and more substantial support in subsequent years. Other projects may reflect a continuation of activities, with expanded or enhanced goals and activities that fit well with Title II program objectives. To accommodate this range of projects, the Department expects that some projects will request funding that increases over time, from start-up expenses in the first year to a higher level of support in the following years. At the same time, the Department expects that proposals reflecting more mature projects might request substantial funding in the first year with a gradual decrease in later years as the partnership institutionalizes its activities and resource base.

**12. The requirements for promoting awareness of project success:**

The Secretary expects that all awarded grants will maintain a sustained and substantive dialogue with the Department, interested organizations across the education spectrum, and the public about the progress they are making. Therefore, along with other means of maintaining dialogue, the Department asks all recipients of Partnership grant awards to plan, and budget, for two three-day meetings each year with Department staff and other grantees to discuss the progress of their projects.

**13. Reporting requirements that the Higher Education Act imposes on partnerships receiving Partnership grants:**

By law (Section 206), all partnerships that receive funding under the Partnership Program must report annually on their progress toward meeting the program's purpose and the goals, objectives and performance measures required to be included in their evaluation plans. These performance objectives must include:



1. increased student achievement for all students as measured by the partnership;
2. increased teacher retention in the first three years of a teacher's career;
3. increased success in the pass rate for initial State certification or licensure of teachers;
4. increased percentage of secondary school classes taught in core academic subject areas by teachers—
  - (a) with academic majors in the areas or in a related field; and
  - (b) who can demonstrate a high level of competence through rigorous academic subject area tests or who can demonstrate competence through a high level of performance in relevant content areas.
5. Increased percentage of elementary school classes taught by teachers with academic majors in the arts and sciences or who demonstrate competence through a high level of performance in core academic subject areas; and
6. Increased number of teachers trained in technology.

The Department will be working with recipients of Partnership Program awards on the information they will be expected to provide to meet this requirement.

**14. Requests for funding in the second through fifth years of grant recipients' projects, and the information recipients will need to provide the Department to be eligible for subsequent year funding:**

Sections 75.112 and 75.117 of EDGAR contain certain general requirements for all applications to the Department for multiyear awards, including those that may be submitted under the Teacher Quality grant programs. In particular, applicants should note that section 75.112(b) requires the project application to include a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each project objective. In addition, section 75.117(b) requires submission of a budget narrative and form.

Sections 75.118 and 75.253 of EDGAR contain requirements for receipt of a continuation award. Among other things, these provisions state that, to receive an award for a succeeding year of the project, a recipient must submit an adequate report on project performance to date. This report contains performance and financial expenditure information that enables the Secretary to determine whether the partnership is making substantial progress toward meeting the year-to-year objectives contained in its approved application.

Those receiving Teacher Quality grants will receive more information on the desired content and submission dates of these performance reports.

**15. Requirement for scholarship recipients to repay scholarship money:**

By law (Section 611.41-52 of Title II Program Regulations), all recipients of scholarships provided with Federal funds under the Teacher Quality Enhancement Grants Program will be required to repay scholarships if they do not teach in high-need local education agencies for the period of time that is equivalent to the period for which they received scholarship assistance.

## THE PRE-APPLICATION PROCESS - PHASE 1

To encourage development of strong partnership proposals focused on teacher quality enhancement and to give applicants sufficient time to prepare competitive proposals for Title II funding, the Department will use an initial pre-application process to determine which applicants will be invited to complete full Partnership Program applications. This initial phase is intended to enable potential applicants to focus on what their partnerships want to achieve, how they will change teacher preparation programs, and how they will succeed.

The Department requires applicants to inform the Teacher Quality Program of any Title II grant in which they currently participate, and/or any proposed grant application in which they have agreed to participate as a partner. We strongly discourage an institution of higher education and its schools of education and arts and sciences from participating in more than one application either as a the lead applicant or a partnership member. The capacity of a participant in more than one application to achieve project outcomes successfully, which is an important component of the selection criteria, may be questioned by readers, and thus, proposal readers could find none of the applications involving the same partner strong enough to recommend for funding.

The Department will be conducting an electronic reading for the pre-applications. Applicants must submit one hard copy of a pre-application narrative of up to ten double-spaced pages, along with two diskettes. The diskette copies should be formatted using Word 97. If this is not possible, the Department will accept any version using RTF (rich text format). The narrative must be on standard size pages, using 1" margins and a font no smaller than 12-point. All pages must be one-sided. Place the name of the applicant at the top or bottom of each page of the narrative. Each page must be numbered consecutively with the first page of the narrative listed as page 1. Peer reviewers will not evaluate any information in the narrative that exceeds the page limit if you apply the above standards or that exceeds the equivalent of the page limit if you apply other standards.

The pre-application must be post marked or hand delivered to the Department of Education's Application Control Center by **May 26, 2000**. Applicants should refer to the form entitled "Partnership Grants Program Pre-application Procedures" located in the *Instructions and Forms* section of the Appendices of this guide for further details on Pre-application submission requirements. The closing date and procedures for guaranteeing timely submission will be strictly observed.

Peer reviewers will rate each pre-application on its response to the Pre-Application Selection Criteria listed below. The maximum number of points that an application may receive is 100. The applicant should

prepare the narrative to respond to the Selection Criteria in the order in which they are listed. Selection criteria related to Teacher Recruitment activities are added in brackets for those applicants whose proposal will include a teacher recruitment component. These applications must also address the main selection criteria, and they will be scored on how well they respond to both teacher quality and teacher recruitment components of the Title II program.

***Selection Criteria for Pre-applications:***

1. The extent to which the partnership's vision will produce significant and sustainable improvements in teacher education; the need(s) the partnership will address; and how the partnership and its activities will be sustained once federal funds end.

*[Applications with a Teacher Recruitment component should describe how the vision responds to LEA needs for a diverse and high quality teaching force and will lead to reduced teacher shortages in these high need LEAs. Also explain how the partnership will sustain its work after Federal funding has ended by recruiting, providing scholarship assistance, training and supporting additional cohorts of new teachers.]*

**(25 total points)**

2. Explain what your partnership can accomplish by working together that could not be achieved by its members working separately; you should use evidence of genuine collaboration to do this. Discuss the significance of the roles in the conduct of planned activities played by the College(s) of Education and Arts and Sciences, the high-need LEA(s), and other partners.

**(25 total points)**

3. Identify and describe key project components designed to realize your vision: provide evidence of specific activities that the project will design and implement to improve teacher quality through attention to content knowledge improvements, more extensive preservice clinical experiences, technology integration, and support for new teachers; explain the extent to which the project design reflects up-to-date knowledge from research and best practice.

*[For proposals with a Teacher Recruitment component: explain how the project will significantly improve recruitment of new students—including disadvantaged and other underserved groups, scholarship assistance to preservice students, training and induction support for new entrants into teaching.]*

**(25 total points)**

4. Discuss the key specific outcomes of the proposed project: the extent to which important aspects of the partnership's existing teacher preparation system will change; and how the partnership will demonstrate project success using high-quality performance measures.

*[For proposals with a Teacher Recruitment component: describe the number of new teachers to be produced and their ability to teach effectively in high- need schools.]*

**(25 total points)**

Each of these criteria is critical to the design and implementation of high-quality partnership grants for improving teacher education. Peer reviewers will rate each pre-application by assigning up to 25 points for each of these four responses. Only those submissions rated highly in this competitive peer review process and deemed to have the potential to become successful projects will be invited to submit full Partnership Grant applications.

To be competitive at the pre-application phase, applicants should propose an approach to quality teacher preparation that is creative and comprehensive. This should be evident in the vision of what the partnership intends to achieve, and in the roles that each partner will play. Reviewers will seek compelling answers to the question of what the partners can accomplish together that they cannot do alone. Competitive pre-applications will demonstrate real collaboration in the responses to all four questions and in the budget attachment (see below), appropriate to the partnership's status as a new or expanding effort. Pre-applications with the best chance of being rated highly will show evidence of clear linkages between proposed activities and the major findings of up to date research and best practice about quality teacher preparation. In responding to the fourth selection criterion, the most competitive pre-applications will demonstrate the capacity and commitment to produce significant and lasting changes that will endure beyond the time when federal funding for the project ends.

For further guidance, those preparing pre-applications may also refer to the HEA Title II statute, which is located in the back of this application package.

## **RELEVANT BUDGETARY INFORMATION FOR THE PRE-APPLICATION**

All applicants must submit:

- (1) The *Pre-application Estimated Budget Form*, included at the end of this section. This is an estimated budget that includes the following for each year of the project: the total amount of Title II, HEA funds projected to be

requested; and the projected amount of cash or in-kind contributions from each partner; and

- (2) A budget narrative up to three double-spaced pages that addresses in a general fashion for each year of the project, how Federal grant funds and cash or in-kind contributions from each partner will be used. This narrative should give readers an overall picture of how grant funds will be used to achieve project objectives. [Proposals with recruitment components should also describe any scholarship assistance (or tuition waivers) that will be provided during the life of the project and after Federal funding ends, as well as the source of this support.]

The pre-application projected budgetary information is only an estimate. Those invited to submit a full application would be able to modify this projected budget to reflect the plan of work in the full proposal and will be required to provide more complete budget information. Peer reviewers for the pre-application process will use this information to gauge the scale and scope of the proposed project, and to help clarify information contained in the application narrative. Peer reviewers are likely to assign higher scores to pre-applications that include significant matching funds and present credible evidence of the partnership's commitment to sustaining the project once Federal funding has ended. This information can be included in the pre-application narrative or in the budget narrative.

Your pre-application may not include enclosures other than those listed on the *Partnership Pre-application Checklist* (located in the Appendix section entitled, *Instructions and Forms*). Proposal readers will be instructed that they must base their ratings only on the information contained in the narrative, the estimated budget and the estimated budget narrative.

**Pre-application Estimated Budget Form  
for  
Partnership Grants for Improving Teacher Education**

**Name of Lead Applicant (Fiscal Agent):** \_\_\_\_\_

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
<b><u>Title II Funds</u></b>						
<b><u>Matching:</u> Partner 1- (Lead)</b>						
<b>Partner 2</b>						
<b>Partner 3</b>						
<b>Partner 4</b>						
<b>Partner 5</b>						

**Name of Partner 1 (Lead):** \_\_\_\_\_  
(College of Education at Institution of Higher Education)

**Name of Partner 2:** \_\_\_\_\_  
(College of Arts & Sciences at Institution of Higher Education)

**Name of Partner 3:** \_\_\_\_\_  
(High-Need Local Educational Agency--LEA)

**Name of Partner 4:** \_\_\_\_\_  
(Other partner)

**\*Name of Partner 5:** \_\_\_\_\_  
(Other partner)

\*If there are more than 5 partners, their names and contributions should be listed on another sheet.

**Instructions:**

1. For "Title II Funds" include the estimate, for each year of the grant, of the amount of Partnership Grant funds to be requested.
2. For "Partner" include an estimate of the projected amount of non-Federal funds (cash or in-kind contributions) to be provided by each contributing partner.
3. Be sure to attach the required budget narrative.

## **THE FULL APPLICATION PROCESS – PHASE 2**

Applicants whose applications were rated highly in the pre-application process based on the potential to become successful Teacher Quality Enhancement projects will be invited to submit full Partnership Grant applications. The Department expects to notify pre-applicants of their status by **June 16, 2000**.

In order to enable full applications to be as strong as possible and funded projects to be of the highest possible quality, the Department will provide those invited to submit full applications with the pre-application comments of the peer reviewers. (Pre-application comments will be provided to applicants not invited to submit full applications after program awards are made.)

In this second phase of the Partnership Program application process, peer reviewers will recommend for award those applications that demonstrate the greatest potential for creating improvement and positive change in the preparation of high quality teachers for high-need LEAs. The closing date notice for full applications is **August 15, 2000**.



## SELECTION CRITERIA FOR FULL APPLICATIONS

In determining which applications to recommend for funding, reviewers will assign each application up to 110 points using the following Selection Criteria and Competitive Preference. When making awards, the Department will also take into consideration the desirability of an equitable distribution of awards throughout the United States, including awards to partnerships serving high-need urban and rural school districts.

Peer reviewers will rate each full application on its response to the following criteria. The maximum number of points that an application may receive is 110. The applicant should prepare the narrative to respond to the Selection Criteria in the order in which they are listed. For proposals with Teacher Recruitment components, specific selection criteria that also must be addressed by the applicant are included in brackets. These applicants must also address the main selection criteria, and they will be scored on how well they respond to both teacher quality and teacher recruitment components of the Title II program.

- |  |                                 |
|--|---------------------------------|
| <b>1. <i>Quality of Project Design</i></b>                                       | <b><i>(40 total points)</i></b> |
| <b>2. <i>Significance of Project Activities</i></b>                              | <b><i>(30 total points)</i></b> |
| <b>3. <i>Quality of Resources</i></b>  | <b><i>(15 total points)</i></b> |
| <b>4. <i>Quality of Management Plan</i></b>                                      | <b><i>(15 total points)</i></b> |
| <b>5. <i>Competitive Preference</i></b>  | <b><i>(10 total points)</i></b> |
| <b>6. <i>Preference for Empowerment Zones<br/>and Enterprise Communities</i></b> | <b><i>(tie breaker)</i></b>     |

### DETAILED SELECTION CRITERIA

- |  |                                 |
|--|---------------------------------|
| <b>1. <u>Quality of Project Design</u></b> | <b><i>(40 total points)</i></b> |
|--|---------------------------------|

- A. Evidence of institution-wide commitment to high quality teacher preparation that includes significant policy and practice changes supported by key leaders, and which result in permanent changes to ensure that preparing teachers is a central mission of the entire university.

*[For applications with a Teacher Recruitment component, the commitment to recruit, support and prepare additional well-qualified new teachers for high need schools.]*

**10 points**

- B. The extent to which the partnership creates and sustains collaborative mechanisms to integrate professional teaching skills, including skills in the use of technology in the classroom, with strong academic content from the arts and sciences.

**6 points**

- C. Well-designed and extensive preservice clinical experiences for students, including mentoring and other forms of support, implemented through collaboration between the K-12 and higher education partners.

*[For applications with a Teacher Recruitment component, the design must also include appropriate academic and student support services.]*

**6 points**

- D. Whether a well-planned, systematic induction program is established for new teachers to increase their chances of being successful in high-need schools.

**6 points**

- E. Strong linkages within the partnership between higher education and high-need schools or school districts so that all partners have important roles in project design, implementation, governance and evaluation.

*[For applications with a Teacher Recruitment component, evidence that the project is based on responding to LEA shortages of well-qualified and well-trained teachers, especially from disadvantaged and other underrepresented groups.]*

**8 points**

- F. Whether the project design is based on up-to-date knowledge from research and best practice, especially on how students learn.

**4 points**

**2. Significance of Project Activities**

***(30 total points)***

- A. The extent to which the proposed project involves promising new strategies or exceptional approaches in the way new teachers are recruited, prepared and inducted into the teaching profession.

**6 points**

- B. Evidence of project outcomes that include preparing teachers to teach to their state's highest K-12 standards and that are likely to result in improved K-12 student achievement.

**6 points**

- C. Substantial evidence that the partnership has specific plans to institutionalize the project after Federal funding ends.

*[For applications with a Teacher Recruitment component, this should also address recruitment, scholarship assistance, preparation and support of additional cohorts of new teachers.]*

**10 points**

- D. The extent to which the partnership commits to disseminating effective practices to others and is willing to provide technical assistance about ways to improve teacher education.

*[For applications with a Teacher Recruitment component, this must also include information on recruitment, support and preparation.]*

**4 points**

- E. Evidence that the partnership will integrate its activities with other education reform efforts underway in the state or communities where the partners are located and will coordinate its work with local, state or Federal teacher training *[and teacher recruitment]* or professional development programs.

**4 points**

### **3. Quality of Resources**

***(15 total points)***

- A. The level of support available to the project, including personnel, equipment, supplies, and other resources is sufficient to ensure a successful project.

*[For applications with a Teacher Recruitment component, projects will also be rated on the student scholarship assistance to be provided from Federal and non-Federal funds, the number of students who will receive scholarships, and how those students will benefit from high-quality teacher preparation and an effective support system during their first three years of teaching.]*

**5 points**

- B. Budget costs that are reasonable and justified in relation to the design, outcomes and potential significance of the project.

**5 points**

- C. The extent to which the applicant's matching share of the budget demonstrates a significant commitment to successful completion of the project and to project continuation after Federal funding ends.

**5 points**

**4. Quality of Management Plan (15 total points)**

- A. The extent to which the management plan, including the work plan, is designed to achieve goals and objectives of the project, and includes clearly defined activities, responsibilities, timelines, milestones and measurable outcomes for accomplishing project tasks.

**8 points**

- B. Extent to which a management plan includes an effective, inclusive, and responsive governance and decision-making structure that will permit all partners to participate in and benefit from project activities, and to use evaluation results to ensure continuous improvements in the operations of the proposed project.

**4 points**

- C. The qualifications, including training and experience, of key personnel to implement the project successfully.

**3 points**

**5. Competitive Preference (10 total points)**

The Secretary awards up to ten points on the basis of how well the application addresses the following statutory priority: a significant role for private business in the design and implementation of the Partnership. These points are in addition to points awarded under the above selection criteria.

**6. Preference for Empowerment Zones and Enterprise Communities (tie breaker)**

In the event that the peer reviewers' use of these Selection Criteria results in an equal ranking among two or more applicants **for the last available award**, the Department will select the applicant whose activities will focus (or have most impact) on LEAs and schools located in one (or more) of the Nation's Empowerment Zones and Enterprise Communities. Therefore, partnerships that propose specific project activities to benefit LEAs and schools in an Empowerment Zone or Enterprise Community should identify this fact in the appendices to their application.

## **OTHER FULL APPLICATION REQUIREMENTS**

Applicants will submit an application narrative of no more than 50 pages. Place the name of the applicant at the top or bottom of each page of the narrative. Each page should be numbered consecutively with the first page of the narrative listed as page 1.

Applicants must also submit a budget narrative of no more than 10 pages, a work plan of no more than 10 pages, and an evaluation plan of no more than 5 pages.

For the application narrative, budget narrative, work plan, and evaluation plan, the following standards apply:

- A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, quotations, references, and captions.
- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch)
- Any tables, charts or graphs must also use 12-point font.

Your application should not include enclosures other than those listed on the "Full Partnership Applicant's Final Checklist" in the back of this application package. Proposal readers will be instructed to base their ratings only on the information contained in up to 50 pages of narrative, the budget, up to ten pages of budget narrative, up to ten pages of the work plan, up to five pages of the evaluation plan, and other limited materials listed in the application checklist. Peer reviewers will not evaluate any of the specified sections of your applications that exceed the page limit if you apply the above standards or that exceed the equivalent of the page limit if you apply other standards.

# **Instructions** **and Forms**

## **Teacher Quality Enhancement Program Intent to Submit Application**

### **Type of Grant:**

- ☐ **State**
- ☒ **Partnership**
- ☐ **Teacher Recruitment**

The Department will use an outside peer review process to evaluate applications for its Teacher Quality Enhancement Grant Programs, and to identify applications to be recommended for award. The quality of that process will depend, in part, on the Department's ability to secure an appropriate number of reviewers, accommodations for them, and space in which they will work. The Department's ability to do this will depend, in turn, upon advance knowledge of the approximate number of applications it will receive.

For this reason, if your partnership intends to apply for funding under the Partnership Grant Program, we ask that you provide the Department with the following information:

Name of (Primary) Applicant Institution: \_\_\_\_\_

Contact Name, Title, and Office: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Please return this form on or before May 5, 2000, to:**

Brenda Shade  
Teacher Quality Grant Programs  
U.S. Department of Education  
1990 K Street, NW  
Room 6148  
Washington, DC 20006-8525  
Fax: 202/502-7699  
E-mail: [teacherquality@ed.gov](mailto:teacherquality@ed.gov).

*The Department will use this information for planning purposes only. It will not be used in the review of your application. If you inform the Department of your intent to apply but subsequently decide not to do so, please notify the Department accordingly.*

## PARTNERSHIP GRANTS PROGRAM PRE-APPLICATION PROCEDURES

### Pre-application Deadline and Procedures

The deadline for submission of the *Partnership Grants Program Pre-applications* is **May 26, 2000**. All pre-applications must be postmarked or hand delivered on or before the deadline date. This closing date and the following procedures for guaranteeing timely submission will be strictly observed.

The Department will be conducting an electronic field reading for the Partnership pre-applications. Applicants must submit one original (signed) hard copy of a pre-application narrative that is the equivalent of no more than ten pages, along with two diskettes. Place the name of the applicant at the top of each page of the pre-application narrative. Each page should be numbered consecutively with the first page of the narrative listed as page 1.

The diskette copies should be formatted using Word 97. If this is not possible, the Department will accept any version using RTF (Rich Text Format) or PDF (Acrobat/Portable Document Format). Each diskette must have three files. You should save **File-1** as **PRELDOCS**; this file should contain the preliminary documents listed on the "Pre-application Final Checklist" in the Appendices of this application booklet. You should save **File-2** as **NAR**; this file should contain a copy of the narrative. You should save **File-3** as **BUDGET**; this file should contain the "Estimated Budget Form" and the Budget Narrative. The requirements for the budget items are detailed below.

All applicants' diskettes should be labeled with the following information:

- FY2000 Title II Teacher Quality Grant Application
- Project Director's name: \_\_\_\_\_
- Project Director's e-mail: \_\_\_\_\_
- Institution name and mailing address: \_\_\_\_\_
- Format of disk and file type: \_\_\_\_\_
- Pre-application PR number: \_\_\_\_\_  
(The Application Control Center will fill in the PR number when the application is received.)

For the estimated budget, applicants must submit a completed "Estimated Budget Form" which is located in the *Pre-Application* section of this application guide, and a Budget Narrative. The Budget Narrative is a detailed explanation and justification of the costs listed on the "Estimated Budget Form." The Budget Narrative must be the equivalent of no more than 3 pages. Place the name of the applicant at the top of each page of the Budget Narrative.

For both the pre-application narrative and the budget narrative, the following standards apply:

- A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.



- Double space (no more than three lines per vertical inch) all text, including titles, headings, quotations, references, and captions.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch)
- For tables, charts or graphs must also use 12-point font.

**Peer reviewers will not evaluate any information in the narrative or budget narrative that exceeds the page limits if you apply the above specified standards or that exceeds the equivalent of the page limit if you apply other standards.**

The original signed (hard copy) pre-application should be submitted in a format that will ensure that the application stays intact and that no pages are lost during our handling and review processes. Please do not submit your application in a three-ring binder.

### **Pre-applications Sent by Mail**

Pre-applications should be mailed to the:

U.S. Department of Education  
Application Control Center -- Room 3633  
Teacher Quality Enhancement Grants  
Attention: CFDA 84.336A  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4725  
Telephone: (202) 708-9493

Pre-applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was:

1. Sent by registered or certified mail not later than five days before the deadline date; or
2. Sent by a commercial carrier not later than two days before the deadline date.

The following are acceptable as proof of mailing:

1. A legibly dated U.S. Postal Service postmark;
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service; or
3. A dated shipping label, invoice, or receipt from a commercial carrier.

If a pre-application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

1. A private metered postmark; or
2. A mail receipt that is not dated by the U.S. Postal Service.

Applicants are encouraged to use registered mail or at least first class mail. In addition, an applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office. Each late applicant will be notified that its pre-application will not be considered.

**Pre-applications Delivered by Hand**

Hand-delivered pre-applications must be received by 4:30 p.m. on or before the deadline date to the:

U.S. Department of Education  
Application Control Center -- Room 3633  
Teacher Quality Enhancement Grants  
Attention: CFDA 84.336A  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4725  
Telephone: (202) 708-9493

## **PARTNERSHIP GRANTS PROGRAM FULL APPLICATION PROCEDURES**

### **Application Deadline and Procedures**

The deadline for submission of **full applications** for the ***Partnership Grants Program*** is **August 15, 2000**. All applications must be postmarked or hand delivered on or before the deadline date. This closing date and the following procedures for guaranteeing timely submission will be strictly observed.

The Department requires applicants to submit one original signed and two copies of the application. However, because five reviewers will read each application, we strongly encourage you to submit an original and five copies of the Partnership application.

Applicants will submit an application narrative of the equivalent of no more than 50 pages. Place the name of the applicant at the top or bottom of each page of the narrative. Each page should be numbered consecutively with the first page of the narrative listed as page 1.

Applicants must also submit a budget narrative of the equivalent of no more than 10 pages, a work plan of the equivalent of no more than 10 pages, and an evaluation plan of the equivalent of no more than 5 pages.

For the application narrative, budget narrative, work plan, and the evaluation plan, the following standards apply:

- A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text, including titles, headings, quotations, references, and captions.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch)
- For tables, charts or graphs must also use 12-point font.

Your application should not include enclosures other than those listed on the "Partnership Full Application Final Checklist" in the back of this application package. Proposal readers will be instructed to base their ratings only on the information contained in up to the equivalent of each of the following: 50 pages of narrative, ten pages of budget narrative, ten pages of the work plan, five pages of the evaluation plan. They will also be instructed to read the budget and other limited materials listed in the application checklist. Peer reviewers will not evaluate any of the specified sections of your application that exceed the page limits if you apply the above bulleted standards or that exceed the equivalent of the page limit if you apply other standards.

### **Applications Sent by Mail**

Applications should be mailed on or before the deadline date to the:

U.S. Department of Education  
Application Control Center -- Room 3633  
Teacher Quality Enhancement Grants  
Attention: CFDA 84.336A  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4725  
Telephone: (202) 708-9493

Applications must show one of the following as proof of mailing:

1. A legibly dated U.S. Postal Service Postmark;
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
3. A dated shipping label, invoice, or receipt from a commercial carrier;  
or
4. Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

3. A private metered postmark; or
4. A mail receipt that is not dated by the U.S. Postal Service.

Applicants are encouraged to use registered mail or at least first class mail. In addition, an applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Each late applicant will be notified that its application will not be considered.

### **Applications Delivered by Hand**

Hand-delivered applications must be received by 4:30 p.m. on or before the deadline date to the:

U.S. Department of Education  
Application Control Center -- Room 3633  
Teacher Quality Enhancement Grants  
Attention: CFDA 84.336A  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4725  
Telephone: (202) 708-9493

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

## **DUNS NUMBER INSTRUCTIONS**

You will need to provide your D-U-N-S (Data Universal Numbering System) number on ED Form 424 as part of your application package. If your organization does not have a D-U-N-S number, you may obtain one at no charge by contacting Dun & Bradstreet at 1-800-333-0505 to request a D-U-N-S Number Request Form. Forms are also available on their website at:

<http://www.dnb.com/dbis/aboutdb/intlduns.html>

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S Numbers to over 43 million organizations worldwide.

## Partner Participation in Teacher Quality Title II (HEA) Applications for Pre- and Full Applications

Applicants must inform the Department of any Teacher Quality Title II (HEA) grant in which they are currently participating, or any proposed application for funding in which you agreed to participate, as a partner. Therefore, we ask that each applicant complete the form and submit it with your pre-application. *In the event that you are selected to submit a full-application, you will also be required to send this same completed form in with your full application.*

**A.** Please state the name(s) of any **currently funded (FY 1999)** Title II grant(s) in which you are a partnership member.

**1.** Project Title \_\_\_\_\_  
 PR Award # \_\_\_\_\_  
 Name of the Lead Organization (fiscal agent) \_\_\_\_\_  
 \_\_\_\_\_  
 Number of Partnership Members \_\_\_\_ IHEs \_\_\_\_ LEAs \_\_\_\_ Businesses  
 \_\_\_\_\_ Additional Partners  
 Total Award Amount \$ \_\_\_\_\_

**2.** Project Title \_\_\_\_\_  
 PR Award # \_\_\_\_\_  
 Name of the Lead Organization (fiscal agent) \_\_\_\_\_  
 \_\_\_\_\_  
 Number of Partnership Members \_\_\_\_ IHEs \_\_\_\_ LEAs \_\_\_\_ Businesses  
 \_\_\_\_\_ Additional Partners  
 Total Award Amount \$ \_\_\_\_\_

**3.** Project Title \_\_\_\_\_  
 PR Award # \_\_\_\_\_  
 Name of the Lead Organization (fiscal agent) \_\_\_\_\_  
 \_\_\_\_\_  
 Number of Partnership Members \_\_\_\_ IHEs \_\_\_\_ LEAs \_\_\_\_ Businesses  
 \_\_\_\_\_ Additional Partners  
 Total Award Amount \$ \_\_\_\_\_

**B.** Please state the name(s) of any other proposed Title II grant application(s) for this year (FY 2000) in which you have committed to be a participating partner. (See the following page.)

**1.** Project Title \_\_\_\_\_  
 Name of the Lead Organization (fiscal agent) \_\_\_\_\_  
 \_\_\_\_\_  
 Number of Partnership Members \_\_\_\_ IHEs \_\_\_\_ LEAs \_\_\_\_ Businesses  
 \_\_\_\_\_ Additional Partners  
 Total Request \$ \_\_\_\_\_

**2.** Project Title \_\_\_\_\_  
Name of the Lead Organization (fiscal agent) \_\_\_\_\_  
\_\_\_\_\_  
Number of Partnership Members \_\_\_ IHEs \_\_\_ LEAs \_\_\_ Businesses  
\_\_\_\_ Additional Partners  
Total Request \$ \_\_\_\_\_

**3.** Project Title \_\_\_\_\_  
Name of the Lead Organization (fiscal agent) \_\_\_\_\_  
\_\_\_\_\_  
Number of Partnership Members \_\_\_ IHEs \_\_\_ LEAs \_\_\_ Businesses  
\_\_\_\_ Additional Partners  
Total Request \$ \_\_\_\_\_



## **INSTRUCTIONS FOR PREPARING PROJECT WORK PLANS**

The full proposal should include a work plan in the appendix that outlines objectives, activities, benchmarks, responsible parties, time lines, outcomes, and measures.

The work plan must be limited to the equivalent of no more than ten pages in length and double-spaced, and all information—including tables—must be presented in a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

Activities should include specific steps to develop and implement a strong project. Details should also be provided regarding which partner will be responsible for which activities. Outcomes should be specific and measurable.

Proposals should provide clear descriptions of these items so that reviewers can easily determine what activities will take place, the evidence that will show whether the project has met its objectives successfully, and by when each key objective will be achieved. There should be no doubt about where the project is going, how it will get there, and what will be done along the way to achieve project objectives. Vague descriptions or general statements without details may be an indication that the project will have difficulty producing tangible, important accomplishments during the funding period. Proposals that include clear objectives, benchmarks, responsible parties, time lines, measures, and outcomes are more likely to be successful.

The Teacher Quality Enhancement Program defines an outcome as something important that occurs as a result of the work that takes place. Outcomes should be more than process-type activities or events. They should be the result of a set of project activities and project expenditures, which means that the work plan and the budget are tools used to produce a set of important outcomes. In addition, each outcome must be measurable in one or more ways, so the proposal should describe what evidence will be used to determine and measure success.

The number of objectives in each work plan should be tied to the number of project goals. Every activity and benchmark does not need its own outcome, but each project objective should have an outcome.

For Partnership proposals, examples of possible outcomes may include, but are not limited to, those related to the skills and abilities of students being prepared as new teachers. For those Partnership proposals that have a Teacher Recruitment component, outcomes should also include, but should not be limited to: the number of students recruited and retained; the knowledge levels and teaching skills of the preservice students; and how many teachers are hired and retained by the high-need local school district partner. The key outcome for the Title II program itself is production of well-qualified and successful new teachers equipped with the knowledge and skills to improve K-12 student achievement in the United States. Funded projects must have measurable outcomes compatible with this overall program outcome. Items such as number of courses redesigned are benchmarks on the way to this outcome. Items such as meetings, conferences, etc., are not outcomes and are not even benchmarks, they are activities, steps toward meeting a benchmark such as redesigning the math curriculum or toward reaching an outcome like graduating new math teachers fully prepared to be successful.

For every outcome, the proposal should describe what evidence will be used to measure progress or success.

### ***DEFINITIONS:***

**Objective**—A specific aim, the achievement of which contributes to the attainment of the program's goal. Examples include: to assure that low-income students are aware of financial aid programs for which they are eligible.

Activities—The work performed by the applicant that directly produces the core products and services. Examples include: training given, counseling provided, conferences held, reports published, class hours conducted.

Benchmarks—Comparative standards for evaluating accomplishments against known exemplars of excellence. A benchmark is a targeted goal that is beyond current capabilities, but for which the applicant is striving. Examples include: all participants will have received a minimum of four academic advising contacts per semester, increase in internship opportunities for student teachers.

Timeline—The dates when benchmarks will be accomplished. For example: March 2001.

Responsible Party—The entity responsible for accomplishing the benchmark. For example: Project Director, Arts & Sciences faculty, LEA Liaison.

Outcomes—Outcomes are accomplishments of program objectives attributable to program outputs. Both intermediate and long-term outcomes can be identified, measured and evaluated. Intermediate outcomes are useful to assess early results when key goals will not be achieved for several years. The outcome should answer the following questions: What will the impact be? What will happen that can be measured? Examples of outcomes include: academic performance improvement, students accepted at the next level of education, (as an outcome of the previous level), graduates certified as teachers, job performance or employer satisfaction.

*Note: Sometimes, outputs are mistaken for outcomes. In order to draw a distinction between the two, outputs are defined as follows:*

*Outputs—The direct results of program activities. Outputs are useful in defining what a program produces, but an output is not an outcome. Outputs are limited because they do not indicate whether program or project goals have been accomplished, and they do not provide information on the quality and efficiency of the service provided. Examples include: the number of courses redesigned, targeted students completing training, students applying to next level of education.*

***FURTHER EXAMPLES OF POSSIBLE OUTCOMES:***

- Producing teachers with stronger content knowledge in the subject they teach.
- New teachers with strong teaching skills.
- Producing teachers able to use technology effectively in curriculum and instructional practices.
- Reduced teacher turnover or improved retention of new teachers.

Outcome Measures—An assessment of the results, effects or impact of a program activity compared to its intended purpose. Measures are characteristics or metrics that can be used to assess performance aspects of a program or project. Outcome measures address the results achieved by an organization and the extent to which objectives have been achieved. Program managers, policy makers and customers are interested in outcome measures because they are indicative of the success of an organization or a program in meeting the needs of customers. Examples include: results of a test that measures skills and knowledge, grade point average, number of teachers placed successfully, percentage of new teachers retained.

Below is an example format of how to organize and display the information in your work plan. The objective in this example was chosen only to illustrate the presentation format. Applicants may use this format, or one of their own design, but please note that these are the kinds of details and measurable outcomes that peer readers and the Program Office expect to see:

**EXAMPLE OF WORK PLAN FORMAT:**

**Objective:** Teachers and students will become more computer literate.

Activities	Benchmarks	Timeline	Responsible Party
Buying new computers for each classroom.	Teacher and student computer ratios school wide will be 4:1 and 6:1.	November 1999	Head of Audio-Visual Services
Computer classes for teachers.	50% of teachers will have had technology training.	February 2000	Vice Principal
Teachers will redesign curricula to include technology lessons.	All trained teachers will have at least 25 percent of lessons incorporating technology.	April 2000	Classroom teachers
Students will actively use computers for projects and assignments.	All students will use computers at school at least 4 hours per week.	March 2000	Classroom teachers

**Outcome:** After Year 1, at least 75% of teachers and students will display at least an intermediate level of computer literacy.

**Measure:** Student and teacher results from a skills test requiring performance of various tasks on a computer.

## **BUDGET INFORMATION: HOW TO COMPLETE THE BUDGET PORTION OF YOUR GRANT**

In order to be considered for federal funding each applicant must provide the following:

- ED Form 524 section A
- ED Form 524 Section B
- A descriptive budget narrative which explains the requested federal amounts for individual cost categories.
- A descriptive budget narrative outlining cash and/or in-kind match contributions for individual cost categories.

### **ED FORM 524**

**ED Form 524 Section A is used to apply to individual US Department of Education discretionary grant programs. All applicants must complete Section A.**

ED Form 524 Section B is used to show matching funds from other non-Federal resources or their in-kind equivalent to the project. All applicants must complete Section B.

### **INSTRUCTIONS TO COMPLETE ED FORM 524, SECTIONS A and B**

**Name:** Enter the Name of the organization or institution in the blank space provided.

**Personnel (line 1):** Enter project personnel salaries and wages only. Fee and expenses for consultants should be included on line 6.

***Note:*** Administrative costs should not exceed two percent of the total cost of the project.

**Fringe Benefits (line 2):** The institutions normal fringe benefit contribution may be charged to the program. If the benefits exceed twenty-eight percent (28%), an explanation and justification must be provided. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

**Travel (line 3):** Indicate the travel costs of employees and participants only. Travel of consultants, trainees, etc. should be included on line 6. ***Note:*** Include travel funds for two project staff personnel to attend two (3 day) conferences in Washington DC.

**Equipment (line 4):** Indicate the cost of non-expendable personal property which has a usefulness of greater than one year and acquisition cost of \$5,000

or more per unit. Lower limits may be established to maintain consistency with the applicant's policy

**Supplies (line 5):** Show all tangible personal property except that which is included on line 4.

**Contractual (line 6):** Include consultant travel costs and fees.

**Construction (line 7):** Not applicable

**Other (line 8):** Indicate all direct costs not covered on lines 1-6. Examples are equipment rental, required fees, communication costs, or printing costs.

**Total Direct Costs (line 9):** The sum of lines 1-8.

**Indirect Costs (line 10):** Indirect costs are limited to eight percent (8%) of the total direct cost base (line 9).

**Training Stipends (line 11):** Indicate the level of awards given to participants either in the form of stipends (non-repayable) or in the form of scholarships (repayable).

**Total Cost (line 12):** This should equal the sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled *Project Year 1 (a)*, should also be equal to item 13a on the application face sheet (ED Form 424).

## **DETAILED BUDGET NARRATIVE**

Each applicant must provide a budget narrative for requested federal funds and match contributions **for each program year**. You must limit your budget narrative to the equivalent of no more than 10 double-spaced pages, using a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

The budget narrative for requested federal funds should provide a justification of how money requested per budget category is intended to be spent.

A narrative must also be provided to describe cash or in-kind match contributions per budget category. The narrative must be more than a spreadsheet. It must explain the source and expected use of federal and matching funds by budget category.

The budget narrative provides an opportunity for the applicant to identify the proposed expenditure and the amount of the proposed expenditure. There should be enough detail to enable proposal readers and project staff to understand what funds will be used for, how much will be expended, the source of funds to be expended, and the relationship between expended funds and project activities and outcomes. Applicants' narratives should contain the following information:

**Personnel**

- Provide the title of each position.
- Provide the salary for each position.
- Provide the amount of time each person will devote to the project.
- Explain the importance of each position to the success of the project.

**Fringe Benefits**

- Give the fringe benefit percentages of all personnel in the project.

**Travel**

- Provide the name of the personnel position(s) who will be traveling.
- Explain the purpose of the travel and how it relates to project success.
- Identify the travel destination.
- Give the individual costs related to the travel (perdiem, hotel, airfare, ground transportation, mileage).

**Equipment**

- Identify each type of equipment.
- Provide the cost per equipment item.
- Explain the purpose of the equipment, and how it relates to project success.

**Supplies**

- Identify the type of supplies by general category (e.g. office supplies, instructional booklets, etc.).
- Provide the purpose for the purchasing of the supplies.

**Contractual**

- Identify the name(s) of the contracting party.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- Provide the purpose and relation to project success.

**Construction**

No costs allowed

**Other Direct Costs**

- Identify each type of cost in the *Other* category (e.g. communications, printing, postage, equipment rental).
- Provide the cost per item (printing=\$500, postage=\$750).
- Provide the purpose for the expenditures and relation to project success.

**Total Direct Costs**

The amount that is the sum of expenditures, per budget category, of lines 1-8.

**Indirect Costs**

No more than 8% of the total direct cost amount.

### **Training Stipends (Scholarships)**

- Identify who will benefit from a scholarship/stipend.
- Provide the purpose of the stipend/scholarship award.
- Identify the cost per scholarship/stipend.
- Explain the importance of the scholarship/stipend to the success of the project.

### **Matching Funds Budget Narrative**

The same detailed information must be provided for your project's cash and/or in-kind contributions. The level of match your project must provide is outlined below. Unrecovered, indirect costs in excess of the allowable 8 percent indirect cost rate cannot be used as matching funds.

Grant Type	Year One	Year Two	Year Three
State grant	50% match	50% match	50% match

Grant Type	Year One	Year Two	Year Three	Year Four	Year Five
Partnership	25% match	35% match	50% match	50% match	50% match

An applicant may provide more than the minimum match required by the law. An applicant whose proposed match exceeds the minimum match percent and is awarded federal funds, will be required to match federal funds awarded at the original match percentage.

**PARTNERSHIP APPLICANT'S  
U.S. Department of Education  
Partnership Grants  
Eligibility Checklist**

**1. APPLICANT ELIGIBILITY REQUIREMENTS:**

**A. Partner Institution with Teacher Training Program:**

- I. Please list the name and address of your eligible partner institution. If there is more than one Teacher Training Program in the partnership that meets the eligibility requirements, please choose one to list here:

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- II. In order to be eligible to receive this grant, the above listed Partner Institution must meet the following standards. Please check **ONE OR MORE** of the following:

- ☐ Produces graduates who exhibit strong performance on State-determined qualifying assessments for new teachers by—  
Demonstrating that 80% or more of the program graduates who intend to enter teaching have passed all applicable State qualifying assessments for new teachers (including an assessment of each prospective teacher's subject matter knowledge in the content area(s) in which the teacher intends to teach)
- ☐ Produces graduates who exhibit strong performance on State-determined qualifying assessments for new teachers by—  
Ranking among the highest-performing teacher preparation programs in the State, as determined by the State using criteria consistent with the State report card (see section 207(b)), and using the State report card on teacher preparation after its first publication and for every year thereafter.
- ☐ Requires all students in the program to participate in intensive clinical experience, to meet high academic standards,

**AND**

In the case of secondary school candidates, to complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high-level of performance in relevant content areas,

**AND**

In the case of elementary school candidates, to complete an academic major in the arts and sciences or to demonstrate competence through a high-level of performance in core academic subject areas.

- III. Below, please indicate what evidence you can provide on request to document your eligibility in this area:

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(OVER)

**B. School of Arts and Sciences:**

The partner School of Arts and Sciences should be located at the above named Partner Institution listed under Item 1.A.I. (above). In the event that a School or College of Arts and Sciences does not exist at the above-named institution, please list the partner school's name and address below. Your application should provide sufficient information in the narrative to allow program staff and peer reviewers to determine that a collaborative relationship exists between the School or College of Arts and Sciences and the School or College of Education, and goes beyond the involvement of a limited number of individual faculty members.

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**C. High Need Local Education Agency (an eligible partnership must include a minimum of one high need LEA):**

- I. Please list the name and address of your eligible high need local education agency. If there is more than one High Need Local Education Agency in the partnership that meets the eligibility requirements, please choose one to list here:

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---

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- II. In order to be eligible to receive this grant, the above listed High Need Local Education Agency (LEA) must meet the following standards. Please check **ONE OR MORE** of the following:

- ☐ The LEA has at least one school in which 50 percent or more of the enrolled students are eligible for free or reduced lunch subsidies.
- ☐ The LEA has at least one school in which more than 34 percent of academic classroom teachers at the secondary level (across all academic subjects) do not have a major, minor, or significant course work (four or more college- or graduate-level courses in the content area) in their main assignment field.
- ☐ The LEA has at least one school in which more than 34 percent of the faculty assigned to teach in any two academic departments do not have a major, minor, or significant work in their main assignment field (the academic field in which teachers have the largest percentage of their classes).
- ☐ *The LEA has at least one elementary or secondary school whose teacher attrition rate has been 15 percent or more over the last three school years.*

- III. Below, please indicate what evidence you can provide to document your eligibility in this area:

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(OVER)

2. **REQUIRED ACTIVITIES:** By law, all applicants must propose to implement ALL of the following activities:

- ✓ **Reforms**—The reform of teacher preparation programs so that these programs become accountable for producing teachers who are highly competent in the academic content areas in which they plan to teach;
- ✓ **Clinical Experience and Interaction**—The provision of high quality and sustained preservice clinical experiences and mentoring for new teachers, together with a substantial increase in the interaction between teachers, principals, and higher education faculty; and
- ✓ **Professional Development**—The creation of opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in fields in which they are or will be certified to teach.

3. **CERTIFICATION:**

I attest that the above eligibility criteria have been met by our partnership and will provide, upon request, further documentation to support this.

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(Signature)

(Date)

**PARTNERSHIP APPLICANT'S  
PRE-APPLICATION FINAL CHECKLIST  
FOR  
PARTNERSHIP GRANTS**

**The Application (in this order):**

<b>Part I: Preliminary Documents and the Narrative</b>
--

- ☐ Application for Federal Assistance ED Form 424 (Face Sheet)
- ☐ Program Eligibility Checklist
- ☐ A list of all partners of the project, contact persons, postal mail and email addresses, telephone and fax numbers
- ☐ Partner Participation in Teacher Quality Title II (HEA) Grants for Pre- and Full Applications Form
- ☐ Title Page
- ☐ Table of Contents
- ☐ Abstract (1 page only, double-spaced, not numbered)
- ☐ Program Narrative (the equivalent of no more than 10 pages, double-spaced, 12 point font)

<b>Part II: Budget Information</b>
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- ☐ Estimated Budget Form (located in the Pre-Application section of the application packet)
- ☐ Budget Narrative (detailed explanation and justification of costs in narrative form - this is in addition to the above estimated budget- the equivalent of no more than 3 pages, double-spaced, 12 point font)

**The Appendices**

- ☐ No appendices will be accepted with the pre-application.

**Please check to make sure you have done the following:**

- ☐ The Application for Federal Assistance ED Form 424 (*CFDA No. 84.336D*) has been signed and dated by an authorized official and the signed original has been included with your submission.
- ☐ The budget amount on ED Form 424, items 13(a-g) are for Year 1 only.
- ☐ You have included one hard copy of the original, including required budget materials, and two diskettes which are appropriately labeled and contain the three files of: 1) preliminary documents, 2) the narrative, and 3) the budget information all of which are in the allowable format. See the application packages *Instructions and Forms* section for the "Pre-application Procedures" for more detailed instructions on these items.

**PARTNERSHIP APPLICANT'S  
FULL APPLICATION FINAL CHECKLIST  
FOR  
PARTNERSHIP GRANTS**

**The Application (in this order):**

<b>Part I: Preliminary Documents through the Narrative</b>
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- ☐ Application for Federal Assistance ED Form 424 (Face Sheet)
- ☐ A list of all partners of the project, contact persons, postal mail and email addresses, telephone and fax numbers
- ☐ Partner Participation in Teacher Quality Title II (HEA) Grants for Pre- and Full Applications Form
- ☐ Title Page
- ☐ Table of Contents
- ☐ Assurances
  - Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters: and Drug-Free Workplace Requirements
  - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
  - Non-Construction Programs
  - Guidance on Section 427 of GEPA for new discretionary grant Awards
- ☐ Abstract (1 page only, double-spaced, not numbered)
- ☐ Program Narrative (the equivalent of no more than 50 pages double-spaced, 12 point font)

<b>Part II: The Budget</b>
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- ☐ ED Budget Form 524 Section A (federal funds requested)
- ☐ ED Budget Form 524 Section B (matching funds provided)
- ☐ Detailed Line Item Budget
- ☐ Budget Narrative (detailed explanation and justification of costs in narrative form - this is in addition to the above required budget information- the equivalent of no more than 10 double-spaced pages, 12 point font)

**Part III: The Appendices**

- ☐ Work Plan that includes Project Objectives, Activities, Benchmarks, Timelines, Responsible Parties, Outcomes and Measures (no more than 10 double-spaced pages)
- ☐ Evaluation Plan (the equivalent of no more than 5 double-spaced pages, 12-point font)
- ☐ Job Descriptions of Key Personnel (if available, also include names and resumes)
- ☐ Letters of Support (from active partners and other cooperating entities)
- ☐ Identifying material for cooperating LEAs and schools located in Empowerment Zones and Enterprise Communities.

**Please check to make sure you have done the following:**

- ☐ The Application for Federal Assistance ED Form 424 (CFDA No. 84.336B) has been signed and dated by an authorized official and the signed original has been included with your submission.
- ☐ The budget amount on ED Form 424, items 13(a-g) are for Year 1 only.
- ☐ You have included the original and five copies of the application, appendices, and forms.

# **Assurances**

<b>GUIDANCE ON SECTION 427 OF GEPA</b>
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The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Provisions Act (GEPA) that will apply to applicants for new grant awards under Department programs. This provision is section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new discretionary grant awards under the Graduate Assistance in Areas of National Need program. All applicants must include information in their applications to address this new provision in order to receive funding.

### **What Does This Provision Require?**

Section 427 requires that each institution applying for funds to include in its application a description of the steps the applicant proposes to take to ensure, for students, teachers, and other beneficiaries with special needs, equitable access to and participation in its Federally-assisted program.

This Section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### **How Might an Applicant Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project servicing, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement \***

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington, DC 20202-4651.

\* This burden statement applies only to GEPA section and not to the application.



# **Additional** **Reference** **Information**

## SUPPLEMENTAL INFORMATION

### **Will the Department provide technical assistance to applicants?**

The Department of Education will conduct several regional technical assistance workshops to assist prospective applicants in developing applications for the Partnership and State Teacher Quality Enhancement Grant Programs. The locations and dates of these workshops may be found on the following page as well as on our web site at:

<http://www.ed.gov/offices/OPE/heatqp/index.html>.

### **Who should be contacted for further information?**

If you have specific questions, and would like to speak with program staff, you may contact us at:

Teacher Quality Enhancement Grant Programs

U.S. Department of Education

Office of Postsecondary Education

Telephone: 202/502/7878

Fax: 202/502/7699

Email: [teacherquality@ed.gov](mailto:teacherquality@ed.gov)

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8:00a.m. and 8:00 p.m., East Coast Time, Monday through Friday.

Where should I look for information about other funding opportunities from the Department of Education?

Information about the Department's funding opportunities, including copies of the notice inviting applications for other discretionary grant competitions, can be viewed on the Department's home page at:

[www.ed.gov/funding.html](http://www.ed.gov/funding.html).

**U.S. Department of Education  
Teacher Quality Enhancement Grants  
Technical Assistance  
Workshops**

The Department of Education has scheduled four regional Technical Assistance Workshops to assist prospective applicants interested in applying for Teacher Quality Enhancement Grants. The workshop agenda includes an overview of the State and Partnership grant programs, a description of the application requirements and selection criteria for each, and answers to general questions about the program and application process.

The times and locations for each of the workshops are set forth below.

**Workshop Times:** 8:30 a.m. to 1:00 p.m.

**Workshop #1- April 13, 2000**  
**Arizona State University**  
**Tempe, Arizona**  
Payne Building, Room# 129  
Contact Persons: Kathy Langerman  
(480)965-3146 or klang@asu.edu  
**and** Jacky Olson  
(480)965-3711 or jjolson@asu.edu

**Workshop # 2- April 18, 2000**  
**Boston College**  
**Chestnut Hill, MA**  
Lower Dining Hall, Heights Room  
140 Commonwealth Avenue  
Contact Person: Pamela Herrup  
(617)552-0763 or herrup@bc.edu

**Workshop #3- April 20, 2000**  
**University of Milwaukee**  
**Milwaukee, WI**  
University Center for Continuing  
Education  
161 West Wisconsin Avenue  
Room# 7970  
Contact Person: Linda Post  
(414) 229-4884 or lpost@uwm.edu

**Workshop # 4- April 25, 2000**  
**University of Miami**  
**Coral Gables, FL**  
University Center, Section A  
Flamingo Ballroom  
1306 Stanford Drive  
Contact Person: Martha Kairuz  
(305)284-5937 or  
mkairuz@umiami.ir.miami.edu

**For additional information on workshop locations including a list of hotels, please refer to TQ's web site at:**

**<http://www.ed.gov/offices/OPE/heatqp/>**

## **Intergovernmental Review of Federal Programs--Executive Order 12372**

This information applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included below.

In States that have not established a process or chosen a program for review, State, area wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area wide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix

letter, if any], U.S. Department of Education, Room 6213, 600 Independence Avenue, SW., Washington, DC 20202-0124.

**PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.**

### **STATE SINGLE POINTS OF CONTACT**

**Note:** In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

**ARIZONA**

Ms. Joni Saad  
Arizona State Clearinghouse  
3800 N. Central Avenue  
Fourteenth Floor  
Phoenix, Arizona 85012  
Telephone: (602) 280-1315  
FAX: (602) 280-8144  
[jonis@ep.state.az.us](mailto:jonis@ep.state.az.us)

**ARKANSAS**

Mr. Tracy L. Copeland  
Manager, State Clearinghouse  
Office of Intergovernmental Services  
Department of Finance and Administration  
1515 W. 7th Street, Room 412270  
Little Rock, Arkansas 72203  
Telephone: (501) 682-1074  
FAX: (501) 682-520  
[tlcopeland@dfa.state.ar.us](mailto:tlcopeland@dfa.state.ar.us)

**CALIFORNIA**

Grants Coordinator  
State Clearinghouse  
Office of Planning & Research  
1600 Ninth Street, Room 250  
Sacramento, California 95814  
Telephone: (916) 323-7480  
FAX: (916) 323-3018  
No e-mail address

**DELAWARE**

Ms. Francine Booth  
State Single Point of Contact  
Executive Department  
Office of the Budget  
540 S. Dupont Highway Suite 5  
Dover, Delaware 19903  
Telephone: (302) 739-3326  
FAX: (302) 739-5661 FAX:  
[fbooth@state.de.us](mailto:fbooth@state.de.us)

**DISTRICT OF COLUMBIA**

Mr. Ron Seldon  
State Single Point of Contact  
Office of Grants Mgmt. & Development.  
717 14th Street, N.W. - Suite 400200  
Washington, D.C. 20005  
Telephone: (202) 727-6537  
FAX: (202) 727-1617  
[rseldon-ogmd@dcdgov.org](mailto:rseldon-ogmd@dcdgov.org)

**MISSISSIPPI**

Ms. Cathy Mallette  
Clearinghouse Officer  
Department of Finance and Administration  
550 High Street  
303 Walters Sillers Building  
Jackson, Mississippi 39302-3087  
Telephone: (601) 359-6762  
FAX: (601) 359-6758  
No e-mail address

**FLORIDA**

Florida State Clearinghouse  
Department of Community Affairs  
22740 Centerview Drive  
Tallahassee, Florida 32399-2100  
Telephone: (904) 922-5438  
FAX: (904) 487-2899  
Contact: Ms. Cherie Trainor  
Telephone: (850) 414-5495  
[cherie.trainor@dca.state.fl.us](mailto:cherie.trainor@dca.state.fl.us)

**GEORGIA**

Ms. Deborah Stephens  
Coordinator  
Georgia State Clearinghouse  
270 Washington Street, S.W. - 8th Floor  
Atlanta, GA 30334  
Telephone: (404) 656-3855  
FAX: (404) 656-7901  
[Ssda@mail.opb.state.ga.us](mailto:Ssda@mail.opb.state.ga.us)

**ILLINOIS**

Ms. Virginia Bova, Single Point of Contact  
Illinois Department of Commerce and  
Community Affairs  
James R. Thompson Center  
100 West Randolph, Suite 3-400  
Chicago, IL 60601  
Telephone: (312) 814-6028  
FAX: (312) 814-1800  
No e-mail address

**INDIANA**

Ms. Frances Williams  
State Budget Agency  
212 State House  
Indianapolis, Indiana 46204-2796  
Telephone: (317) 232-2972  
(317) 233-3323  
No e-mail address

**IOWA**

Mr. Steven R. McCann  
Division for Community Assistance  
Iowa Department of Economic Development  
East Grand Avenue  
Des Moines, Iowa 50309  
Telephone: (515) 242-4719  
FAX: (515) 242-4809  
[steve.mccann@ided.state.ia.us](mailto:steve.mccann@ided.state.ia.us)

**NEW YORK**

New York State Clearinghouse  
Division of the Budget  
State Capitol  
Albany, New York 12224  
Telephone: (518) 474-1605  
FAX: (518) 486-5617  
No e-mail address

**NORTH CAROLINA**

Ms. Jeanette Furney  
North Carolina Department  
of Administration  
116 West Jones Street - Suite 5106  
Raleigh, North Carolina 27603-8003  
Telephone:(919) 733-7232Telephone:  
FAX:(919) 733-9571FAX:  
[jeanette\\_furney@mail.doa.state.nc.us](mailto:jeanette_furney@mail.doa.state.nc.us)

**NORTH DAKOTA**

North Dakota Single Point of Contact  
Office of Intergovernmental  
600 East Boulevard Avenue  
Department 105  
Bismarck, North Dakota 58505-0170  
Telephone:(701) 224-2094  
FAX:(701) 224-2308Telephone:  
No e-mail address

**RHODE ISLAND**

Mr. Kevin Nelson  
Review Coordinator  
Department of Administration  
Division of Planning  
One Capitol Hill, 4th Floor  
Providence, Rhode Island 02908-5870  
Telephone:(401) 222-2280  
FAX:(401) 277-2083 09  
No e-mail address

**SOUTH CAROLINA**

Ms. Omeagia Burgess  
State Single Point of Contact  
Budget and Control Board  
Office of the State Budget  
1122 Ladies Street - 12th Floor  
Columbia, South Carolina 29201  
Telephone:(803) 734-0494  
FAX:(803) 734-0645  
No e-mail address

**WEST VIRGINIA**

Mr. Fred Cutlip, Director  
Community Development Division  
W. Virginia Development Office  
Building #6, Room 553  
Charleston, West Virginia 25305  
(304) 558-4010  
(304) 558-3248  
[fcutlip@wvdo.org](mailto:fcutlip@wvdo.org)

**WISCONSIN**

Mr. Jeff Smith  
Assistant Section Chief, State/Federal Relations  
Wisconsin Department of Administration  
101 East Wilson Street - 6th Floor  
P.O. Box 7868  
Madison, Wisconsin 53707  
(608) 266-0267  
FAX:(608) 267-6931  
[slt@mail.state.wy.us](mailto:slt@mail.state.wy.us)

**WYOMING**

Ms. Sandy Ross  
State Single Point of Contact  
Department of Administration and Information  
2001 Capitol Avenue, Room 214  
Cheyenne, WY 82002  
Telephone:(307) 777-7446  
FAX:(307) 632-39  
[sross1@missc.state.wy.us](mailto:sross1@missc.state.wy.us)

**TERRITORIES****GUAM**

Mr. Joseph Riviera, Acting Director  
Bureau of Budget and Management Research  
Office of the Governor  
P.O. Box 2950  
Agana, Guam 96910  
Telephone:(671) 475-9411 or 9412  
FAX:(671) 472-2825  
No e-mail address

**TEXAS**

Mr. Tom Adams  
Governors Office  
Director, Intergovernmental Coordination  
P.O. Box 12428  
Austin, Texas 78711  
Telephone:(512) 463-1771  
FAX:(512) 463-2681  
(809) 727-4444  
[tadams@governor.state.tx.us](mailto:tadams@governor.state.tx.us)

**UTAH**

Carolyn Wright  
Utah State Clearinghouse  
Office of Planning and Budget  
State Capitol, Room 116  
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**PUERTO RICO**

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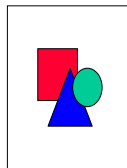
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**Note:** This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Sherron Duncan (Telephone (202) 395-3120) at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list is also published biannually in the Catalog of Federal Domestic Assistance.



## **Important Notice to Prospective Participants in U.S. Department of Education Contract and Grant Programs**

### **Grants**

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for all grant applications. Prospective applicants can avoid disappointment if they understand that --

**Failure to meet a deadline will mean that an application will be rejected without any consideration whatever.**

The rules, including the deadline, for applying for each grant are published, individually, in the *Federal Register*. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, no cash or stamps)

The instructions in the *Federal Register* must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, DC 20202-4725

### **Contracts**

Competitive procurement actions undertaken by ED are governed by the Federal Procurement Regulations and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offers are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).



Offers are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing of \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, DC 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.



# Government Performance and Results Act (GPRA)

## TEACHER QUALITY ENHANCEMENT GRANTS

**Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.**

**Relationship of Program to Volume 1, Department-wide Objectives:** The three initiatives authorized under Title II support Objective 1.4 (A talented and dedicated teacher is in every classroom in America) by providing competitive grants to States for comprehensive teacher quality reforms; by providing competitive grants to partnerships of districts and institutions of higher education for fundamental improvements in teacher education; and by providing competitive grants to States and partnerships for new strategies for reducing shortages of qualified teachers in high-need areas.

FY 2000--\$98,000,000

FY 2001--\$98,000,000 (Requested budget)

OBJECTIVE 1: IMPROVE THE SKILLS AND KNOWLEDGE OF NEW TEACHERS BY FUNDING THE DEVELOPMENT OF STATE POLICIES THAT STRENGTHEN INITIAL LICENSING STANDARDS AND THE DEVELOPMENT OF STATE OR LOCAL POLICIES/PROGRAMS THAT REDUCE THE NUMBER OF UNCERTIFIED TEACHERS.

**Indicator 1.1 Teacher certification standards. State Grantees: An external panel of experts will find that all states that use their grant to strengthen initial teacher certification standards will have implemented higher standards within three years of grant award. Within 1 1/2 years of the grant award, these states will have demonstrated progress toward implementation of higher standards.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> No 1999 data. Unable to judge.  However, based on a review of State Grantee applications, 23 states indicated in their applications that they are in the process of reforming teacher certification standards, with either recent improvements made or intended improvements.  The quality of these reforms is unknown; also unknown is whether grantees will actually carry out their intended reforms.  <b>Explanation:</b> This is a new program so actual performance data are not yet available. (Examples of “progress toward implementation of higher standards” include establishment of a standards committee; state legislative action on standards; or development of draft standards).	<b>Sources:</b> State Report Card on the Quality of Teacher Preparation (Sec. 207). <i>Frequency:</i> Annually <i>Next Update:</i> 2001  Annual Program Performance Reports <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> Two updates <i>Next Update:</i> 2002  <b>Validation Procedures:</b> Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures.  <b>Limitations of Data and Planned Improvements:</b> Annual Program Performance Reports will contain self-reported data from grantees; State Report Card will contain self-reported data from states.
1999:	This is a new program for 1999	New Program		
2000:		100%		
2001:		100%		
2002:		100%		

Indicator 1.2 Certification rate. State, Recruitment and Partnership Grantees: The percentages of new and current teachers, who meet their state's teacher certification requirements, including passing content knowledge and competency tests, will increase each year.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> No 1999 data. Unable to judge.  <b>Explanation:</b> This is a new program so performance data are not yet available.	<b>Sources:</b> State Report Card on the Quality of Teacher Preparation (Sec. 207). <i>Frequency:</i> Annually <i>Next Update:</i> 2001  Annual Program Performance Reports <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> One update <i>Next Update:</i> 2003  <b>Validation Procedures:</b> Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures.  <b>Limitations of Data and Planned Improvements:</b> Annual Program Performance Reports will contain self-reported data from grantees; State Report Card will contain self-reported data from states.
1999:	This is a new program for 1999	New Program		
2000:		New Program		
2001:		New Program		

OBJECTIVE 2: INCREASE THE AVAILABILITY, PLACEMENT AND RETENTION RATES OF WELL-PREPARED, HIGH-QUALITY TEACHERS IN HIGH-NEED SCHOOLS.

**Indicator 2.1 Placement and retention. Partnership and Recruitment Grantees: There will be an increase each year in the percentage of graduates from teacher preparation programs with Partnership or Recruitment grants who serve for at least three years in high-need schools, particularly high-poverty schools in partnership districts.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> No 1999 data. Unable to judge.  <b>Explanation:</b> This is a new program so performance data are not yet available.	<b>Sources:</b> Annual Program Performance Reports. <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> One update <i>Next Update:</i> 2003  <b>Validation Procedures:</b> Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures.
1999:	This is a new program for 1999	New Program		
2000:		New Program		
2001:		New Program		

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
				<b>Limitations of Data and Planned Improvements:</b> Annual Program Performance Reports will contain self-reported data from grantees.
<b>Indicator 2.2 Support for new teachers. Partnership and Recruitment Grantees: The percentage of new teachers in districts with Partnerships or Recruitment grants who receive on-going support services and education from their grant program for at least their first three years of teaching will increase each year.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> No 1999 data on actual grantee performance.  However, based on a review of Recruitment Grantee applications, 11 Recruitment Grantees indicated that they offered support services to new teachers <i>prior to</i> receiving Title II funds in 1999.  Based on a review of Recruitment Grantee applications, all 28 Recruitment Grantees proposed providing support services as a component of their Title II grant; these services include mentoring, professional development and induction programs.  Based on a review of Partnership Grantee applications, all 25 Partnership Grantees proposed providing support services as components of their Title II; these services include professional development, mentoring, and peer networks.  <b>Explanation:</b> This is a new program so actual performance data are not yet available.	<b>Sources:</b> Annual Program Performance Reports. <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> Two updates <i>Next Update:</i> 2002  <b>Validation Procedures:</b> Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures.  <b>Limitations of Data and Planned Improvements:</b> Annual Program Performance Reports will contain self-reported data from grantees.
1999:	This is a new program for 1999	New Program		
2000:		New Program		
2001:		New Program		
2001:		New Program		

OBJECTIVE 3: IMPROVE THE ACADEMIC AND TECHNOLOGICAL TRAINING OF FUTURE TEACHERS.

<b>Indicator 3.1 Content knowledge and teaching skills. Partnership and Recruitment Grantees: The percentage of graduates from teacher preparation programs with Partnership or Recruitment grants who demonstrate strong content knowledge and teaching skills in the subject they teach will increase each year.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> No 1999 data. Unable to judge.  <b>Explanation:</b> This is a new program so performance data are not yet available.	<b>Sources:</b> Annual Program Performance Reports. <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> One update <i>Next Update:</i> 2003
1999:	This is a new program for 1999	New program		
2000:		New program		
2001:		New program		
2001:		New program		

Indicator 3.2 Technological skills. Partnership and State Grantees: The percentage of teachers from Partnership programs and grantee states who are prepared to integrate technology into the classroom will increase each year.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> No 1999 data.  <b>Explanation:</b> This is a new program so performance data are not yet available.	<b>Sources:</b> Annual Program Performance Reports. <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> One update <i>Next Update:</i> 2003  <b>Validation Procedures:</b> Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures.  <b>Limitations of Data and Planned Improvements:</b> Annual Program Performance Reports will contain self-reported data from grantees.
1999:	This is a new program for 1999	New program		
2000:		New program		
2001:		New program		

OBJECTIVE 4: IMPROVE THE ABILITY OF TEACHER EDUCATION PROGRAMS TO CONTINUOUSLY IMPROVE THEIR TEACHER TRAINING PROGRAMS AND MEET THE STAFFING NEEDS OF PARTNER DISTRICTS.

Indicator 4.1 Process of self-assessment and improvement. Partnership and Recruitment Grantees: the percentage of teacher preparation programs with Partnership and Recruitment grants that have a formal process for assessing the effectiveness of their graduates as classroom teachers will increase each year.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> No 1999 data on actual grantee performance.  However, based on a review of Recruitment Grantee applications, 8 Recruitment Grantees indicated they had a formal assessment process in place prior to receiving Title II funds.  Based on a review of Recruitment Grantee applications, 19 Recruitment Grantees indicated they would develop an assessment process as part of their Title II activities; assessment activities include written or oral evaluation of teachers' work, student achievement data, and interviews with supervisors.  Based on a review of Partnership applications, 23 Partnership Grantees indicated they will	<b>Sources:</b> Annual Program Performance Reports. <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> Two updates <i>Next Update:</i> 2002  <b>Validation Procedures:</b> Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures.  <b>Limitations of Data and Planned Improvements:</b> Annual Program Performance Reports will contain self-reported data from grantees.
1999:	This is a new program for 1999	New Program		
2000:		New Program		
2001:		New Program		

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
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			develop an assessment process as part of their Title II activities; assessment activities include evaluations by other educators, student achievement data, INTASC standards, and teachers’ portfolios.	
			<b>Explanations:</b> This is a new program so actual program performance data are not yet available.	
<b>Indicator 4.2 Collaboration among partners. Partnership Grantees: The percentage of Partnership grantees with a governance structure that conducts a formal assessment of the staffing needs of local districts, monitors the effectiveness of partnership activities, and provides funds to partnership members for new activities will increase each year.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Grantees have a collaborative structure in place</i>			<b>Status:</b> Progress toward target is likely.  <b>Explanation:</b> A high number of Partnership Grantees indicate in their program applications that they are currently undertaking many of the components of effective partnership collaboration.	<b>Sources:</b> Annual Program Performance Reports. <i>Frequency:</i> Annually <i>Next Update:</i> 2000  National Evaluation <i>Frequency:</i> Two updates <i>Next Update:</i> 2002  <b>Validation Procedures:</b> Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures.  <b>Limitations of Data and Planned Improvements:</b> Baseline data from applications are self-reported and may reflect <i>intended</i> program activities, not <i>actual</i> program activities. Annual Program Performance Reports will contain self-reported data from grantees.
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>		
<b>1999:</b>	<b>25*</b>	<b>New Programs</b>		
2000:		25		
2001:		25		
<i>Grantees have a formal needs assessment process in place</i>				
<b>1999:</b>	<b>22*</b>	<b>New Programs</b>		
2000:		25		
2001:		25		
<i>Grantees monitor the effectiveness of partnership activities</i>				
<b>1999:</b>	<b>24*</b>	<b>New Programs</b>		
2000:		25		
2001:		25		
<i>Grantees provide increasing funds to partnership members for new activities</i>				
<b>1999:</b>	<b>6*</b>	<b>New Programs</b>		
2000:		25		
2001:		25		
* Baseline data				

**KEY STRATEGIES**

Strategies continued from 1999

None.

**New or Strengthened Strategies**

To expand grantee awareness of promising practices and increase the pace of change in teacher education reform, the Title II program will disseminate information to grantees and prospective grantees in the following areas:

- ❖ Strategies that some states have used to improve certification standards, reduce the number of uncertified teachers, and hold teacher-training programs accountable for training highly skilled teachers.
- ❖ Upcoming awards program for teacher education programs and the lessons learned from the award winners. For example, learn how the programs measure the effectiveness of their graduates.
- ❖ Ways in which the Eisenhower Professional Development Program, Preparing Tomorrow's Teachers to Use Technology, and other related programs can be used to support the program goals.
- ❖ Best practices in the field.
- ❖ Teaching opportunities for students and recent graduates.

**To meet grantee and program performance goals, including comprehensive reform of teacher preparation programs, improved teacher recruitment practices and stronger state licensure systems, the Title II program will provide technical assistance and facilitate communication among grantees through the following means:**

- ❖ Sponsoring activities such as focus groups, conferences, or workshops where participating partners can exchange information and ideas to enhance the success of the program.
- ❖ Sponsoring workshops to help grantees coordinate with the Eisenhower Professional Development Program.
- ❖ Providing technical assistance to partnerships in the development of assessment instruments.
- ❖ Helping grantee institutions share information on effective strategies.

**To base program and grantee work on the best research and the best practices, the Title II program will coordinate with other programs and organizations, such as:**

- ❖ The National Science Foundation's teacher preparation programs and NASA's teacher preparation activities.
- ❖ Professional organizations such as AACTE, NGA, NCSL, ACE, AASCU, SHEEO, CSSO, and INTASC to promote program goals.
- ❖ ED's Office of Postsecondary Education programs: Preparing Tomorrow's Teachers to Use Technology and GEAR UP; and ED's Office of Vocational Education's teacher education initiative.

**HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES**

- ❖ Coordination includes involving NASA's teacher preparation program grantees in technical assistance and dissemination activities with Title II grantees, starting with the first Title II project directors conference in January. Coordination efforts will also involve the teacher preparation programs run through the National Science Foundation.

**CHALLENGES TO ACHIEVING PROGRAM GOAL**

- ❖ The capability of the Title II office to provide extensive technical assistance to grant recipients.
  - ❖ The ability of grant recipients to:
    - ◆ Develop leadership support in their states or on campuses;
    - ◆ Build broad collaborative partnerships with key stakeholders; and
    - ◆ Develop strategies to sustain the project after federal funding ends.
- Grant recipients must overcome decades of neglect for teacher preparation programs among campus leaders such as presidents, provosts, and members of the arts and sciences community. Securing the personal involvement of these leaders for the restructuring of teacher preparation programs is a crucial, but often difficult task to achieve. The support and involvement of campus leaders in teacher preparation programs is a precondition to policy and practice changes (such as changing faculty expectations or creating a faculty reward system). It is also a necessary precondition to obtaining financial support that ensures that high quality teacher preparations becomes a university-wide priority and remains a priority after federal Title II funding ends.
- ◆ Ensuring sustained political and public interest in and support of the Title II programs.



## INDICATOR CHANGES

From two years old Annual plan (FY 1999)

- ❖ No changes. This was a new 1999 program.

### **From last year's Annual Plan (FY 2000)**

#### Adjusted

- ❖ Several indicators have been combined since last year to reduce the overall number of indicators. The purpose of this adjustment was to combine indicators from last year's plan that were similar to each other into one indicator for the FY 2001 Plan.
- ❖ The following changes were made: former indicators 1.3, 3.1, and 6.1 were combined to indicator 1.2 for the FY 2001 Plan; former indicators 3.2, 3.3, and 6.3 were combined to indicator 2.1 in the FY 2001 Plan; and former indicators 2.1 and 6.2 were combined to indicator 2.2 for the FY 2001 Plan.
- ❖ The wording of several indicators was slightly adjusted and given new indicator numbers; in the FY 2001 Plan, these are indicators 3.2, 4.1 and 4.2.

#### Dropped

- ❖ Indicator 2.2 was dropped since last year's plan. This indicator was a process indicator, measuring enrollment in academic courses, rather than an outcome indicator.

#### New – None.

### **Changes from FY 1999 to FY 2001**

#### Adjusted

- ❖ Indicator 1.1 (State and local assessments) was modified for FY 2000. The FY 2000 indicator remains unchanged in FY 20001, except for its Indicator number, which is described above.
- ❖ Indicator 1.2 (NAEP reading and math) was modified for FY 2000 to target performance of the lowest achieving students and students in the highest-poverty public schools as well as being re-numbered as Indicator 1.1 (a shared indicator with Goals 2000). The FY 2001 indicator remains the same as FY 2000.
- ❖ Indicator 2.2 (Standards and assessments) was modified by dropping the assessment indicator and including in standards piece in FY 2000 Indicator 2.1 (Use of challenging standards) FY 2001 Indicator 3.2 (aligned assessments) brings back the FY 99 assessment piece that had been dropped in FY 2000.
- ❖ Indicator 2.3 (Research-based curriculum and instruction) was modified as FY 2000 Indicator 2.4.
- ❖ Indicator 2.4 (Extended learning time) was slightly modified in FY 2000 and numbered as Indicator 2.3.
- ❖ Indicator 2.5 (Services to private school students) was modified as FY 2000 Indicator 2.7 to delete "more effective communication, consultation, and services" and substitute with "effective implementation of on-site services to students". For FY 2001, the indicator has been dropped as described above.
- ❖ Indicator 3.2 (Qualified teacher aides) was modified in FY 2000 Indicator 2.6 to shift the focus from credentials to district support for the educational improvement through career ladders for paraprofessionals/aides. FY 2001 Indicator 2.5 retains the FY 2000 Indicator and expands to include qualified staff in Title I schools.
- ❖ Indicator 4.1 (Implementing high standards) was slightly modified as FY 2000 Indicator 3.1 (Establishing annual progress measures) and dropped in FY 2001.
- ❖ Indicator 4.2 (Linked assessments) was modified slightly in FY 2000 Indicator 3.2 (Aligned assessments) and substantially maintained as FY 2001 Indicator 3.2 (Aligned assessments).
- ❖ Indicator 4.3 (Accountability: monitoring, intervention and assistance) was significantly changed in FY 2000 Indicator to assess only the provision of "effective assistance to schools not making progress through school support teams and other sources". The FY 2001 Indicator 3.3 remains the same as FY 2000 but has been expanded to include public school enrollment options as described above.
- ❖ Indicator 5.1 (School-parent compacts) was modified in FY 2000 Indicator 2.5 to delete "school staff and parents will report" and replace it with "Title I participating schools will report". The FY 2001 Indicator 2.3 has been changed to reflect a broader assessment of the effectiveness of parental involvement programs.
- ❖ Indicator 5.2 (Improved attendance and homework completion) was not included in FY 2000 Indicator 2.5 but used instead as performance data.

## **EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES**

### **What are the Empowerment Zones and Enterprise Communities, and where are they located?**

The Empowerment Zone and Enterprise Community program is a critical element of the Administration's community revitalization strategy. The program is the first step in rebuilding communities in America's poverty-stricken inner cities and rural heartlands. It is designed to empower people and communities by inspiring Americans to work together to create jobs and opportunity.

In 1995, the Departments of Agriculture (USDA) and Housing and Urban Development (HUD) designated a number of Empowerment Zones and Enterprise Communities based on locally-developed strategic plans that comprehensively address how the community will link economic development with education and training, as well as how community development, public safety, human services, and environmental initiatives together will support sustainable communities. Designated areas receive Federal grant funds and substantial tax benefits and have access to other Federal programs.

The Department of Education is supporting the Empowerment Zone and the Enterprise Community initiative in a variety of ways. For example, it is encouraging zones to use funds they already receive from Department programs (including Title I of the Elementary and Secondary Education Act, the Safe and Drug-Free Schools and Communities Act, the Adult Education Act, and the Carl D. Perkins Vocational and Applied Technology Education Act) to support the comprehensive vision of their strategic plans. In addition, the Department of Education is giving preferences to Empowerment Zones and Enterprise Communities in a number of discretionary grant programs that are well suited for inclusion in a comprehensive approach to economic and community development.

The currently designated Empowerment Zones and Enterprise Communities are the communities located within the cities and counties listed below. Please check the following websites for the most updated information: [www.ezec.gov](http://www.ezec.gov) and [www.hud.gov/cpd/ezec/ezbyez.html](http://www.hud.gov/cpd/ezec/ezbyez.html).

*CURRENTLY DESIGNATED  
EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES*

(\*denotes rural designee)

**Rural and Urban Empowerment Zones (EZ)**

<b>CALIFORNIA:</b>	<b>Los Angeles; Santa Ana</b>
<b>CONNECTICUT:</b>	<b>New Haven</b>
<b>FLORIDA:</b>	<b>Miami-Dade County</b>
<b>GEORGIA:</b>	<b>Atlanta</b>
<b>ILLINOIS:</b>	<b>Chicago</b>
<b>INDIANA:</b>	<b>Gary/East Chicago</b>
<b>ILLINOIS:</b>	<b>Hammond</b>
<b>ILLINOIS/MISSOURI:</b>	<b>East St. Louis/St. Louis</b>
<b>KENTUCKY:</b>	<b>Kentucky Highlands*</b>
<b>MARYLAND:</b>	<b>Baltimore</b>
<b>MASSACHUSETTS:</b>	<b>Boston</b>
<b>MICHIGAN:</b>	<b>Detroit</b>
<b>MINNESOTA:</b>	<b>Minneapolis</b>
<b>MISSISSIPPI:</b>	<b>Mississippi Delta*</b>
<b>MISSOURI:</b>	<b>Kansas City</b>
<b>MISSOURI/ILLINOIS:</b>	<b>St. Louis/East St. Louis</b>
<b>NEW JERSEY:</b>	<b>Cumberland County</b>
<b>NEW JERSEY/PENNSYLVANIA:</b>	<b>Camden/Philadelphia</b>
<b>NEW YORK:</b>	<b>New York/Bronx County</b>
<b>OHIO:</b>	<b>Cincinnati; Cleveland; Columbus</b>
<b>OHIO/WEST VIRGINIA:</b>	<b>Huntington/Ironton</b>
<b>PENNSYLVANIA/NEW JERSEY:</b>	<b>Philadelphia/Camden</b>
<b>SOUTH CAROLINA:</b>	<b>Columbia/Sumter</b>
<b>SOUTH DAKOTA:</b>	<b>Ogala Sioux-Pine Ridge*</b>
<b>TENNESSEE:</b>	<b>Knoxville</b>
<b>TEXAS:</b>	<b>El Paso; Rio Grande Valley*; Houston</b>
<b>WEST VIRGINIA/OHIO:</b>	<b>Ironton/Huntington</b>
<b>VIRGINIA:</b>	<b>Norfolk/Portsmouth</b>

## **Rural and Urban Enhanced Enterprise Communities (Enhanced EC)**

<b>CALIFORNIA:</b>	<b>Oakland</b>
<b>KANSAS/MISSOURI:</b>	<b>Kansas City, KS/Kansas City, MO</b>
<b>MASSACHUSETTS:</b>	<b>Boston</b>
<b>MISSOURI/KANSAS:</b>	<b>Kansas City, MO/Kansas City, KS</b>
<b>TEXAS:</b>	<b>Houston</b>

## **Rural and Urban Enterprise Communities (EC)**

<b>ALABAMA:</b>	<b>Birmingham; Chambers County*; Green &amp; Sumter County*</b>
<b>ARIZONA:</b>	<b>Arizona Border Region*; Phoenix</b>
<b>ARKANSAS:</b>	<b>East Central Arkansas*; Little Rock; Mississippi County*</b>
<b>CALIFORNIA:</b>	<b>Imperial County*; Los Angeles; San Diego; San Francisco; City of Watsonville/County of Santa Cruz*</b>
<b>COLORADO:</b>	<b>Denver</b>
<b>CONNECTICUT:</b>	<b>Bridgeport; New Haven</b>
<b>DISTRICT OF COLUMBIA:</b>	<b>Washington, DC</b>
<b>DELAWARE:</b>	<b>Wilmington</b>
<b>FLORIDA:</b>	<b>Dade County; Jackson County*; Tampa</b>
<b>GEORGIA:</b>	<b>Albany; Central Savannah River*; Crisp/Dooly County*</b>
<b>IOWA:</b>	<b>Des Moines</b>
<b>ILLINOIS:</b>	<b>East St. Louis; Springfield</b>
<b>INDIANA:</b>	<b>Austin*; Indianapolis</b>
<b>KENTUCKY:</b>	<b>Louisville; Scott/McCreary Area*</b>
<b>LOUISIANA:</b>	<b>Macon Ridge*; New Orleans; Northeast Louisiana Delta*; Ouachita Parish</b>
<b>MASSACHUSETTS:</b>	<b>Lowell; Springfield</b>
<b>MICHIGAN:</b>	<b>Flint; Lake County*; Muskegon</b>
<b>MINNESOTA:</b>	<b>Minneapolis; St. Paul</b>
<b>MISSISSIPPI:</b>	<b>Jackson; North Delta Mississippi*</b>
<b>MISSOURI:</b>	<b>City of East Prairie*; Mississippi County*; St. Louis</b>
<b>NEBRASKA:</b>	<b>Omaha</b>

<b>NEW JERSEY:</b>	<b>Newark</b>
<b>NEW HAMPSHIRE:</b>	<b>Manchester</b>
<b>NEW MEXICO:</b>	<b>Albuquerque; La Jicarita*</b>
<b>NEVADA:</b>	<b>Clarke County; Las Vegas/N. Las Vegas</b>
<b>NEW YORK:</b>	<b>Albany-Troy; Buffalo; Newburgh; Rochester; Schenectedy</b>
<b>NORTH CAROLINA:</b>	<b>Charlotte; Halifax/Edgecombe/Wilson Alliance*; Robeson County*</b>
<b>OHIO:</b>	<b>Akron; Columbus</b>
<b>OKLAHOMA:</b>	<b>Oklahoma City; Southeast Oklahoma*</b>
<b>OREGON:</b>	<b>Josephine County*; Portland</b>
<b>PENNSYLVANIA:</b>	<b>Harrisburg; Pittsburgh</b>
<b>RHODE ISLAND:</b>	<b>Providence</b>
<b>SOUTH CAROLINA:</b>	<b>Charleston; Williamsburg-Lake City*</b>
<b>SOUTH DAKOTA:</b>	<b>Beadle &amp; Spink Counties*</b>
<b>TENNESSEE:</b>	<b>Fayette County/Haywood County*; Memphis; Nashville-Davidson; Scott/McCreary Area*</b>
<b>TEXAS:</b>	<b>Dallas; El Paso; San Antonio; Waco</b>
<b>UTAH:</b>	<b>Ogden</b>
<b>VERMONT:</b>	<b>Burlington</b>
<b>VIRGINIA:</b>	<b>Accomack &amp; Northampton County*; Norfolk</b>
<b>WASHINGTON:</b>	<b>Seattle; Tacoma</b>
<b>WEST VIRGINIA:</b>	<b>Central Appalachia*; Huntington; McDowell County*</b>
<b>WISCONSIN:</b>	<b>Milwaukee; Northwoods Nijii*</b>

## **GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT**

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date call:

U.S. Department of Education  
Application Control Center  
(202) 708-9493

## **GRANT AND CONTRACT FUNDING INFORMATION**

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page      <http://www.ed.gov> (WWW address)

OCFO Web Page Internet      <http://ocof.ed.gov> (WWW address)







